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Edith Mechelle Dzoole

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A STUDY OF K-12 TEACHER INTERNS' INCORPORATION OF
MULTICULTURAL CONTENT AND THEORY INTO THEIR
TEACHING PRACTICES

By

Edith Mechelle Dzoole

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in Elementary, Middle, and Secondary School Administration
in the Department of Leadership and Foundations

Mississippi State, Mississippi

May 2012

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By

Edith Mechelle Dzoole

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MULTICULTURAL CONTENT AND THEORY INTO THEIR
TEACHING PRACTICES

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MULTICULTURAL CONTENT AND THEORY INTO THEIR TEACHING
PRACTICES

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This research study examined 394 K-12 teacher interns' incorporation of multicultural content and theory into their teaching practices during a 16-week internship in schools, mostly located within a 30-mile radius of Mississippi State University. The teacher interns had completed all coursework and practicum hours required by their teacher education program. As part of their duties, the mentor teachers evaluated the interns' incorporation of multicultural content and theory, using two indicators from the Teacher Intern Assessment Instrument: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" and "Incorporates diversity, including multicultural perspectives into lessons". To conduct the study, the researcher used descriptive and causal comparative research designs. Results from the paired- sample T-tests indicated a statistically significant difference between initial and final mean scores for both indicators. The Cohen's d effect size indicated the 16-week internship had a large affect on the scores provided by the mentor teachers for the 394 K-12 teacher interns. Findings from the study indicated improvement in the interns' overall incorporation of multicultural content

and theory into their teaching practices. As a result of the findings from this study, the researcher recommended that professors and instructors increase the number of assignments, which provide opportunities for pre-service teachers to plan and demonstrate the incorporation of multiculturalism into their teaching practices. The researcher also recommended that facilitators of professional development from the Office of Clinical Field-based Instruction and Licensure increase the amount of time spent on the incorporation of multiculturalism and diversity.

DEDICATION

This dissertation is dedicated to the memory of my grandmother, the late Mrs. Lilla Mae Nobles-Williamson, who not only instilled in me the importance of knowledge, wisdom, and perusing a high quality education, but who validated the importance by sharing stories about life, love, struggle and triumph every day that I spent with her. This dissertation is also dedicated to my daughter, Cassidy D'Leesa Dzoole, who spent countless hours playing alone, while her mommy sat in front of the computer day after day, night after night, hour after hour, trying to earn a higher degree in order to make our lives better. Now we can travel around the world and make positive differences in the lives of the poor, the sick, and the downtrodden, who are in search of hope for a better future!

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Strategic Initiatives at the University of Missouri; his wife, my aunt, Dr. Barbara Herndon Williamson, Professor of Educational Psychology at The University of Missouri; Dr. Lionel Williamson, the Dean for Diversity in the College of Agriculture at the University of Kentucky; Dr. Alex Williamson, Chemistry Professor at North Carolina A&T University, Dr. Marzine Green, former Head of the Mathematics and Computer Science Department at Albany State University; and my first cousin, Dr. Valerie Richardson Simpson, Director of the Vocational Center in the Indianola Separate School District. To my mentor, Dr. Johnetta Morrison: Thanks for taking me under your wings and demonstrating how an African-American woman can be an excellent, naturally caring wife, mother and professional. To Dr. Susie Burroughs: Thanks for being the nicest boss ever. You are a great listener. You are fair. You gave me a chance to use my talents and earn an income during my years on campus, and I truly appreciate you for that! To all of my cousins, aunts, uncles and family members I did not mention by name: always remember, "it's a Williamson and a McLendon tradition, to RISE above conditions!" To Dr. Teresa Jayroe and to Mrs. Amy Prisock: Thanks so much for your assistance during this process. To my committee members, Dr. Dana Franz, Dr. James E. Davis and Dr. Frankie Williams: Thanks so much for your guidance and for supporting my progress! Last but not least, I would like to thank my major professor, Dr. Debra Prince, a true woman of God who operates with an unwavering standard of excellence that has challenged me to reach another level of greatness: Thanks for sticking with me unconditionally throughout this entire process. Through you, I have learned to say what I mean and mean what I say. Finally, thanks for showing me I can be myself without being pretentious and without having to apologize to anyone for who I truly am.

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CHAPTER I

INTRODUCTION

Results from the 2009 National Assessment of Educational Progress (NAEP, 2010) indicate a significant academic achievement gap between most K-12 Hispanic, African-American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander students, and most K-12 White and Asian students. Results from the 2009 NAEP Assessment also indicate a substantial academic achievement gap between most K-12 students from low socioeconomic backgrounds and those from more affluent socioeconomic backgrounds. Additionally, results from the 2009 NAEP Assessment point out a significant academic achievement gap between most K-12 English Language Learners (ELLs) and most non-ELLs. However, educational researchers agree that the performance of most K-12 Hispanic, African-American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students, the performance of most K-12 students from low socioeconomic backgrounds, and the performances of most K-12 ELLs on the NAEP assessment may not be a true indication of their full academic potential, but instead results from cultural differences existing between them and the majority of the K-12 teacher workforce (Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003). Educational researchers also concur that teachers who do not share the same cultural references as their students tend to exclude culturally diverse histories, experiences, practices, beliefs, and languages from the lessons they teach, and instead teach from a White middle-class point-of-view (Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003). Furthermore, many

K-12 teachers often try to assimilate their racially, socioeconomically, and linguistically diverse students' learning, language, and behavioral patterns to reflect the learning, language, and behavioral patterns of the White middle-class (Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003). These students often perceive their teachers' lack of multicultural inclusivity and their attempts to assimilate their learning, language, and behavior patterns as rejection (Nieto, 2004). Students' perceived rejection often increases teacher-student conflict, feelings of alienation and insecurity, mistrust, a lack of motivation, and animosity. These are factors, which may ultimately lead to academic failure (Banks, 2002; Banks & Banks 2004; Cochran-Smith, 2004; Duncan, 2000; Gay, 2004; Irvine, 2003; Nieto, 2004; Talbert-Johnson, 2004). However, educational researchers theorize that when K-12 teachers incorporate multicultural content and theory into school curricula, their Hispanic, African-American, American Indian/Alaska Native and Native Hawaiian/Pacific Islander students, students from low socioeconomic backgrounds, and ELLs, tend to attain higher levels of academic success (Gilbert, 2000; Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003; Shapiro, Sewell, & Ducette, 2002). In congruence with this theory which suggests that the incorporation of multicultural content and theory into school curricula increases academic achievement among K-12 racially, socioeconomically, and linguistically diverse students, is the curriculum of the Mississippi State University teacher education program, which seeks to prepare its pre-service teachers to meet the learning needs of all students, regardless of race, socioeconomic backgrounds, or language.

The Mississippi State University College of Education

The Mississippi State University College of Education prepares its pre-service teachers to meet the academic needs of K-12 racially, socioeconomically, and linguistically diverse students by (a) incorporating multicultural content and theory into its methods courses, (b) providing extensive and substantive practicum experiences, which are imbedded in the methods classes, and (c) providing a 16-week internship in elementary and secondary classrooms (OCFBIL, 2011). Additionally, the Mississippi State University College of Education, which has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1961, maintains its accreditation by demonstrating compliance with the six NCATE Standards: Standard 1: Candidate Knowledge, Skills, and Professional Disposition; Standard 2: Assessment System and Unit Evaluation; Standard 3: Field Experiences and Clinical Practice; Standard 4: Diversity; Standard 5: Faculty Qualifications, Performance and Development; and Standard 6: Unit Governance and Resources (NCATE, 2011). Of particular interest to the current study is NCATE Standard 4, which focuses exclusively on diversity. NCATE Standard 4 states:

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates include working with diverse populations, including higher diversity. Experiences provided for candidates include working with diverse populations, including education and P-12 school faculty, candidates, and students in P-12 schools. (NCATE, 2011, p. 34, paragraph 1)

The following four indicators are used to determine if Standard 4 has been met: (4a) Design, Implementation, and Evaluation of Curriculum and Experiences, (4b) Experiences Working With Diverse Faculty, (4c) Experiences Working with Diverse Candidates, and (4d) Experiences Working With Diverse Students in P-12 Schools. For each indicator, the teacher education program's performance is rated as either "Unacceptable", "Emerging", "Acceptable", or "Target". Indicators 4a and 4d are of particular importance to the current research study. To meet a "Target" rating on Indicator 4a, the teacher education program must provide evidence of the following:

Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills and professional dispositions related to diversity identified in the unit's conceptual framework. They are based on well-developed knowledge bases for and conceptualizations of diversity and inclusion so candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation. Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving their practice and the institution programs. (NCATE, 2011, p. 34, paragraph 4)

To meet a target rating on Indicator 4d, the teacher education program must provide evidence of the following:

Extensive and substantive field experiences and clinical practices for both conventional and distance-learning programs are designed to encourage

candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers. (NCATE, 2011, p. 12, paragraph 4)

Mississippi State University's teacher education program meets Indicator 4a and Indicator 4d by (a) providing multicultural content and theory for working with diverse student populations through its methods courses, (b) impeding field or practicum experiences into those methods courses (see Appendix A), and (c) providing a 16-week placement or teaching internship in elementary and secondary classrooms. The 16-week internship provides teacher interns with numerous opportunities to apply the teaching strategies and the theories they learned in their methods courses (OFBI, 2011).

During the internship, each teacher intern is evaluated at least eight times, four times by the university supervisor and four times by the mentor teacher. University supervisors and mentor teachers use the Teacher Intern Assessment Instrument (TIAI) to evaluate teacher interns' teaching practices. The TIAI, a statewide assessment, has 34 indicators based on the following 10 Interstate Teacher Assessment and Support Consortium (INTASC) standards:

Standard # 1: Learner Development – The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences;

Standard # 2: Learning Differences – The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential;

Standard # 3: Learning Environments – The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation;

Standard # 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners;

Standard # 5: Innovative Applications of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues;

Standard # 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction;

Standard # 7: Planning for Instruction – The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals;

Standard # 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information;

Standard # 9: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the affects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner; and

Standard # 10: Collaboration – The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being. (OFBI, 2011, p. 4, Paragraph 1)

The current research study focused on 394 of Mississippi State University's K-12 teacher interns' incorporation of multicultural content and theory into their teaching practices. Mentor teachers (experienced teachers, who guide and mentor the teacher interns daily during the internship) and university supervisors (liaisons between the school and the university, who provide feedback and guidance to the interns throughout the internship experience) used two indicators from the TIAI (see Appendix B for an excerpt from the TIAI) to evaluate the interns' incorporation of multicultural content and theory into their teaching practices: TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" p. 24). TIAI Indicators 6 and 8 are based on INTASC Standards 1, 2, 3, 6, and 7. For each INTASC standard, there are indicators used to determine if the standard has been met. TIAI Indicator 6 is based on INTASC Standard 2 and INTASC Indicator 2.2. TIAI Indicator 8 is based on INTASC Standards 1, 3, 6, and 7 and on INTASC Indicators 1.4, 3.5, 6.3, and 7.1. These INTASC

Standards and Indicators specify what beginning teachers should be able to demonstrate while teaching. Table 1 displays the INTASC Standards and INTASC Indicators pertinent to this study.

Table 1 INTASC Standards, Indicators and Statements for INTASC Indicators 1, 2, 3, 6 and 7

INTASC Standard:	INTASC Indicator	Statement for the Indicator:
1	1.4	-engages students in interpreting ideas from a variety of perspectives.
2	2.2	-creates relevance for students by linking with their prior experiences.
3	3.5	-uses knowledge of different cultural contents within the community (socioeconomic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
6	6.3	-demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation
7	7.1	-plans lessons and activities to address variations in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

The TIAI encompasses a rubric, which utilizes the following system to rate the intern's demonstration of Indicators 1-34: "Target (9-10 points)", "Acceptable (6-8 points)", "Emerging (3-5 points)", and "Unacceptable (0-2 points)" (OCFBIL, 2011, p. 24). The OCFBIL (2011) reported that TIAI Indicators 1 through 9 are assessed from written lesson plans and/or during the post-conferences between the teacher intern, the mentor teacher and/or the university supervisor. TIAI Indicators 10 through 34 are assessed through observation during the evaluations. Those teacher interns who successfully demonstrate the 34 TIAI Indicators, additional requirements for the internship, as well as additional exit requirements of the Mississippi State University teacher education program, become candidates for graduation. However, those teacher interns who do not successfully demonstrate the 34 TIAI indicators are coached by their mentor teachers and by their university supervisors until their demonstration is sufficient (OCFBIL, 2011).

Statement of the Problem

All NCATE accredited colleges of education, including the Mississippi State University College of Education, are required to meet the 10 NCATE Standards. NCATE Standards 1, 2, 3, 6, and 7 require teacher education programs to incorporate multicultural content and theory into their curricula and to provide practicum experiences that include working with racially, socioeconomically, and linguistically diverse K-L student populations. The NCATE Standards are aligned with the theory which suggests that incorporating the multicultural content and theory into teaching practices will increase the academic achievement of K-12 racially, socioeconomically, and linguistically diverse students (OCFBIL, 2011). However, in spite of NCATE accredited

teacher education programs' incorporation of (a) multicultural content and theory into their methods courses, (b) extensive and substantive practicum experiences, and (c) internships in elementary and secondary classrooms, an academic achievement gap continues to persist between most K-12 Hispanic, African-American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander students, and most K-12 White and Asian peers; between most K-12 students from low socioeconomic backgrounds and those from more affluent backgrounds; and between K-12 ELLs and non-ELLs. This phenomenon poses the question of whether or not teachers actually incorporate the multicultural content and theory taught in the methods classes of their teacher education programs into their teaching practices. The problem of whether or not teacher interns incorporate into their teaching practices, the multicultural content and theory taught in the methods classes of their teacher education programs during their internships is the problem this study addresses. This research study specifically investigated whether or not Mississippi State University's K-12 interns incorporated the multicultural content and theory from their methods classes into their teaching practices during their 16-week internships in K-12 public school classrooms.

Purpose of The Study

The Mississippi State University College of Education prepares its pre-service teachers to accommodate the academic needs of K-12 racially, socioeconomically, and linguistically diverse students by (a) incorporating multicultural content and theory into its methods classes, (b) providing practicum experiences, which are imbedded in those methods classes, and (c) providing a 16-week internship in K-12 elementary and secondary classrooms. Once Mississippi State University's pre-service teachers

successfully complete their coursework, they enter into a 16-week internship as teacher interns. During the internship, teacher interns have numerous opportunities to incorporate into their teaching practices the multicultural theory and content taught in the methods courses of their teacher education program. The purpose of this research study was to determine if Mississippi State University's K-12 teacher interns incorporated the multicultural content and theory taught in the methods classes of the teacher education program into their teaching practices during their 16-week internships in elementary and secondary classroom settings.

Research Questions

NCATE and INTASC Standards include statements in their program documents signifying the importance of addressing diversity in educational arenas. Further acknowledging the importance of incorporating multicultural content and theory into instruction is Mississippi State University's teacher education program. However, the achievement gap persists between most K-12 racially, socioeconomically, and linguistically diverse students and most of their peers. The purpose of this study was to determine if Mississippi State University's K-12 teacher interns incorporated the multicultural content and theory taught in the methods classes of the teacher education program into their teaching practices. To fulfill this purpose, the following research questions were answered:

1. What is the initial mean score for TIAI Indicator 6 for teacher interns in K- 12 classroom settings?
2. What is the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?

3. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?
4. What is the initial mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?
5. What is the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?
6. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

Significance of the Study

NCATE and INTASC Standards include statements in their program documents signifying the importance of addressing diversity in educational arenas. Further acknowledging the importance of incorporating multicultural content and theory into instruction is Mississippi State University's teacher education program. However, the achievement gap persists between most K-12 racially, socioeconomically, and linguistically diverse students and most of their peers. The purpose of this study was to determine if Mississippi State University's K-12 teacher interns incorporated the multicultural content and theory taught in the methods classes of the teacher education program into their teaching practices. To fulfill this purpose, the following research questions were answered:

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6. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

Definition of Terms

The following definitions of terms are used in the study to help clarify meanings and conceptualizations:

Clinical practice is the 16-week teaching placement or internship completed by Mississippi State University's K-12 teacher interns (OCFBIL, 2011).

Field-Based experiences are the practicum hours that pre-service teachers complete during their participation in methods courses (OCFBIL, 2011).

Mentor teachers refers to a certified, experienced teacher employed in a public school classroom in Mississippi who guides and mentors teacher interns (OCFBIL, 2011).

Multicultural education is a field of study designed to increase educational equity for all students and incorporates content, concepts, principles, theories, and paradigms from history and the social and behavioral sciences (Banks & Banks, 2004).

Multicultural education is a field of study designed to increase educational equity for all students and incorporates content, concepts, principles, theories, and paradigms from history and the social and behavioral sciences (Banks & Banks, 2004).

Pre-service teachers are college students who have declared an education major and are taking education courses but have not completed training to become a licensed teacher.

Teacher Interns are the students assigned to a public school classroom to apply the principles, content and theories they have learned in their teacher education courses (OCFBIL, 2011).

University supervisors are employed by the university and are the primary link between the public school to which teacher interns have been assigned and Mississippi State University. University supervisors provide feedback and guidance to the interns throughout the internship experience. University supervisors also work collaboratively with the supervising teacher and building level administrators to prepare effective future teachers (OCFBIL, 2011).

Theoretical Framework

This study was grounded in Gay's (2004) culturally responsive teaching (CRT) theoretical framework. Gay defined CRT as incorporating students' prior knowledge, experiences, frames of reference, and demonstration-of-learning styles into curricula in order to make teaching more effective and student learning more relevant. Gay's CRT

framework has five essential elements: (a) developing a culturally diverse knowledge base, (b) designing culturally relevant curricula, (c) demonstrating cultural caring and building learning communities, (d) developing cross-cultural communications, and (e) developing cultural congruity in classroom instruction. Gay wrote that for teachers to be culturally responsive, they must develop a culturally diverse knowledge base and attain pedagogical skills that meet learning needs of diverse student populations. The second element, designing culturally relevant curricula, involves incorporating multicultural content into the formal curriculum, the symbolic curriculum, and the societal curriculum. The formal curriculum is the instruction approved by the policy and governing bodies of educational systems. The symbolic curriculum is the images, symbols, and other artifacts used to teach students knowledge and skills. The societal curriculum is the informal curriculum, which includes information from groups and organizations such as families, peer groups, churches, the mass media, and other social entities that heavily influence belief systems. Gay (2004) wrote that because much of the content found in the mass media is inaccurate, prejudiced, and influential, teachers should provide opportunities for students to critically analyze how racial groups and their experiences are presented in the media and in popular culture. The third element of CRT, demonstrating cultural caring and building a learning community, involves creating classroom environments conducive to learning by using students' cultural experiences to expand their knowledge and to increase their academic achievement. The fourth element, developing effective cross-cultural communication, encourages teachers to understand how their students think, approach topics, and express their viewpoints. Developing cultural congruity focuses on the actual delivery of instruction to culturally diverse student populations and involves

constructing students' knowledge by building on their strengths and by helping them examine the school curriculum from multiple perspectives.

CRT is pertinent to the current study for several reasons. First, CRT utilizes a holistic approach to learning by empowering students intellectually, socially, emotionally, and politically. Second, CRT promotes the incorporation of multicultural content, resources, and materials into all subject and skill areas as a strategy for enhancing classroom climates and teacher-student relationships. Third, CRT validates and affirms the cultural heritages of all students, especially those students from culturally diverse backgrounds. Next, CRT is relative to this study because it promotes connections between home and school experiences as a way for students to maintain their cultural integrity. Finally, CRT is a framework, which informs pre-service and in-service teachers about their roles and responsibilities as culturally relevant teachers.

Limitations

The following limitations of the study were noted. The first limitation of this study was the inability to choose the location of the schools where the interns completed their internships. A second limitation of this study was the inability to determine the student demographics of the classrooms where the interns completed their internships. A third limitation was that the scores provided by the mentor teachers were based on their individual understanding of how multicultural content and theory should be incorporated into lessons.

Delimitations

This study used TIAI scores retrieved from an existing data set. The data used for this research study are representative of teacher interns from Mississippi State University

and therefore, may not be generalized to other populations of teacher interns. This study was limited to Mississippi State University for three major reasons. First, the researcher served as a university supervisor for four consecutive semesters at the university and was therefore more familiar with the content covered during the professional development provided by the OCFBIL. Second, this study was confined to Mississippi State University because it is the only university in the state of Mississippi that used a 10-point TIAI rating scale from 2009 through 2011.. Third, Mississippi State University is the only institution of higher learning identified, which consistently used both a 10-point rating scale and the TIAI to evaluate its teacher interns since the fall of 2009, which is when the instrument was first used.

Organization of the Study

Chapter One provides an overview of the study and begins with a discussion of the theory related to K-12 interns' incorporation of multicultural content and theory into their teaching practices. The statement of the problem, the purpose of the study, the research questions, the significance of the study, definitions of terms, the theoretical framework, the delimitations, and the limitations of the study were also included in Chapter One. Chapter Two includes reviewed multicultural content and theory taught in the courses of Mississippi State University's teacher education program, the expectations for K-12 teacher interns during their 16-week internships, and the implication on their teaching practices. Chapter Three describes the methodology used to conduct the research study. The results of this study are summarized in Chapter Four. Chapter Five presents a discussion of the findings, the conclusions, the implications, and the recommendations for future research.

CHAPTER II

LITERATURE REVIEW

Educational researchers assert current teaching methods are ineffective for accommodating the learning needs of most K-12 African-American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students, students from low socioeconomic backgrounds, and most ELLs (Banks, 2002; Gay, 2004; Gutman, Sameroff, & Eccles, 2002; Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003; Tyler et al., 2008). This problem is documented by these student populations' continuous poor performance on the NAEP assessment (Banks, 2005; Gay, 2004; Gutman et al., 2002; Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003; Tyler et al., 2009). However, educational researchers, Kunjufu (2002), Payne (2003), and Ladson-Billings (2005) theorized that the levels of academic achievement demonstrated by most K-12 Hispanic, African-American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students, most students from low socioeconomic backgrounds, and most ELLs may not be a true indication of their full academic potential, but instead a result of the cultural differences existing between them and the majority of the K-12 teacher workforce (Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003).

Ladson-Billings (2005) reported that most of the participants who were involved in her research studies were White, middle-class, monolingual teachers most often surrounded by people who looked and talked like them and who shared their same frames of reference. According to Ladson-Billings (2005), many of these teachers did not

understand how race, socioeconomics, and language affected their students' thought processes, their beliefs, and their behaviors. Moreover, these teachers often failed to incorporate multicultural content and theory into their teaching practices, which would have otherwise made learning more relevant for their K-12 Hispanic, African-American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students, students from low socioeconomic backgrounds, and ELLs.

Payne (2004) wrote that the poor academic achievement of most K-12 Hispanic, African-American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students, most students from low socioeconomic backgrounds, and most ELLs, is directly related to teachers' and students' dissimilar socioeconomic backgrounds. According to Payne (2004), dissimilar socioeconomic backgrounds of students and teachers can negatively affect teacher effectiveness and student learning. For example, teachers, who are most often considered middle-class, use Standard English, which is referred to as the formal register. However, many of the students they teach, who live in poverty, often communicate using the casual register, or their cultural dialect (Payne, 2004). This difference in language usage often results in students not thoroughly understanding the teacher. Moreover, standardized tests are written in Standard English, which according to Payne (2004), may account for these same students' poor performance on standardized tests. While Kunjufu (2002) agreed that socioeconomic differences are related to students' poor performance on measures of academic achievement, he also argued that the most significant factors affecting the academic achievement of K-12 racially, socioeconomically, and linguistically diverse students are neither factors of race, ability, nor of socioeconomics, but of low teacher expectations. According to Kunjufu (2002), middle-class teachers often have low expectations for racially,

socioeconomically, and linguistically diverse students. He also argued that "When working with racially, socioeconomically, and linguistically diverse students, many teachers refuse to take responsibility for their own shortcomings, preferring instead to place the blame on the children, the parents, the community, etc..."(Kunjufu, 2002, p. 5).

Kunjufu (2002), Payne (2003), and Ladson-Billings (2005) concurred that teachers who do not share the same cultural references as their students tend to exclude culturally diverse histories, experiences, and languages from the lessons they teach, and instead teach from a White middle-class point-of-view. Furthermore, many White middle-class teachers often try to assimilate their racially, socioeconomically, and linguistically diverse students' learning, language, and behavioral patterns to reflect the learning, language and behavioral patterns of the White middle-class (Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003). Racially, socioeconomically, and linguistically diverse students often perceive their teachers' lack of multicultural inclusivity and their attempts to assimilate their learning, language, and behavior patterns as rejection (Banks, 2005). According to Nieto (2004), students' perceived rejection often increases teacher-student conflict, feelings of alienation and insecurity, mistrust, a lack of motivation, and animosity. These are factors, which may ultimately lead to academic failure (Banks, 2002; Banks & Banks 2004; Cochran-Smith, 2004; Duncan, 2000; Gay, 2004; Nieto, 2004). Consequently, those K-12 students whose race, socioeconomic background, and language more closely reflect that of the teaching majority continue to excel in school, while K-12 students whose race, socioeconomic background, and language do not reflect that of the teaching majority continue to struggle academically.

The purpose of this chapter is to present the literature pertinent to K-12 teacher interns' transfer of multicultural content and theory into their teaching practices. This

chapter will present the literature, which specifically relates to the multicultural content and theory presented in the methods courses at Mississippi State University, the expected performance of Mississippi State University's K-12 teacher interns, and the implications for teacher interns. This chapter ends with a summary of the literature reviewed.

Multicultural Content Knowledge

Existing literature suggests that the multicultural content related to Hispanics, African-Americans, American Indian/Alaska Natives, Native Hawaiian/Pacific Islander students, students from low socioeconomic backgrounds, and ELLs, is often either overlooked or not valued in classrooms (Banks, 2005; Gay, 2004; Gilbert, 2003; Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003; Shapiro, et al., 2002). Few research studies provide empirical data, which supports a correlation between teachers' incorporation of multicultural content and theory into their teaching practices and increasing levels of academic achievement among K-12 racially, socioeconomically, and linguistically diverse student populations. However, researchers agree that teachers, who align their students' cultural backgrounds and experiences with school curricula, tend to be more effective and their students tend to attain higher levels of academic success (Gay, 2004; Gilbert, 2000; Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003; Shapiro, et al., 2002).

The importance of incorporating multicultural content and theory relevant to K-12 racially, socioeconomically, and linguistically diverse student groups is noted in the methods courses of Mississippi State University's teacher education program. This section of the literature review offers the multicultural content and theory relevant to K-12 White, Hispanic, African-American, American Indian/Alaska Native, and Native

Hawaiian/Pacific Islander students, K-12 students from various socioeconomic groups, and K-12 ELLs.

Race

The NCES (2010) reported that in the United States of America, Hispanic, African-American, Asian/Pacific Islanders, and American Indian/Alaska Natives students currently comprise approximately 45 % of the K-12 public school population. For many of these students, race plays a major role in their life experiences and cultural norms. According to the 2009 NAEP assessment results, most non-White students have lower test scores than their White and Asian peers. Non-White students are also less likely to be placed in school programs for students, who are identified as gifted or talented (Kunjufu, 2002). Bennett (2001) wrote that many K-12 racially diverse students do not experience academic success at school because their home cultures, languages, and experiences are vastly different from the cultural norms of the schools they attend. Moreover, schools have historically catered to the cultural values of the middle-class White majority (Bennett, 2001). Similar to the ideology of Bennett (2001), Marri (2005) also wrote that America's public educational systems represent the values and the goals that White middle-class Americans deem necessary to reproduce their own economic, social, and political interests. Furthermore, the expectations of most public schools reflect ideals that most often benefit students, whose backgrounds are more closely associated with White middle-class norms, creating inequitable learning conditions for racially diverse students (Mari, 2005). Utsey and Pederson (2006) and Tyler et al. (2005) reported on the characteristics often generalized to White American culture, which are also often reflected in the cultural environment of America's K-12 public schools.

White American Culture

According to Utsey and Pederson (2006) and Tyler et al. (2005), there are characteristics unique to White Americans. The cultural norms, which are most often generalized to White American culture and which are often reflected in the teaching practices of K-12 teachers, are individualism, assertiveness, competition, a preference for written communication, and an acute awareness of time. Utsey and Pederson (2006) and Tyler et al. (2005) wrote that because many White Americans view time as a limited commodity, which should not be wasted, they tend to carry out tasks with a sense of urgency (Utsey & Pederson, 2006). Utsey and Pederson (2006) also wrote that White American culture promotes direct eye contact and firm handshakes, which are viewed as signs of competence and confidence. Written communication is preferred over oral communication (Utsey & Pederson, 2006). One's responsibility is ultimately to one's self. Competition is desirable and a central component of life is what one owns or possesses. Individuals, who are more educated and possess more material goods, are viewed as more successful (Tyler et al. 2005; Vavrus & Cole, 2002). According to Utsey and Pederson (2006) and Tyler et al. (2005), these values are often reflected in the culture of K-12 public schools. For example, students may be expected to participate frequently in conversations, to speak and write using only Standard English, and to work independently. They may also be encouraged to compete with other students for grades and recognition. K-12 teachers also often subject their students to timed assessments, which are based strictly on the use of paper and pencil. These cultural norms are dissimilar to the cultural norms of various other racial groups that promote cooperation, collaboration, and rewards systems based on intrinsic motivation. However, in order to create educational opportunities which increase levels of academic achievement among

all students, teachers must understand how differences in cultural norms associated with race affect students' thought processes, their beliefs, their behaviors, and their approaches to learning. Therefore, in addition to incorporating multicultural content and theory generally related to White Americans, the Mississippi State University teacher education programs incorporate into its methods courses, multicultural content and theory generally associated with Hispanics, African-Americans, American Indian/Alaska Natives and Native Hawaiian/Pacific Islanders (OCFBIL, 2011).

Hispanic American Culture

Salinas, Viramontez-Aguiano, and Ibrahim (2008) reported that, in general, members of the Hispanic-American community promote cooperation, social interaction, and sensitivity towards the feelings of others, and the belief that an individual's responsibilities are geared toward advancing and maintaining the group. For example, in general, in most Hispanic communities, families are viewed as the primary source of social support and separating from one's family in order to pursue one's own personal interests displays an act of selfishness (Salinas, Viramontez-Aguiano, & Ibrahim, 2008). Canning, Salazar-Guenther, and Polanco-Noboa, (2002) and Tyler et al. (2005) added many members of the Hispanic-American community believe a child's behavior in and outside of the home is a reflection of one's parents and that, in general, senior members of the Hispanic-American community are the central figures of socialization and the elderly are treated with great respect. Hispanics also often prefer spatiotemporal fluidity, or engaging in several activities simultaneously. However, teachers often fail to incorporate these values, beliefs, and practices into the learning experiences of their Hispanic-American students (Salinas, Viramontez-Aguiano, & Ibrahim, 2008). For

example, Hispanic-American students whose first language is Spanish may be placed in English-only classrooms. Additionally, despite the shortage of bilingual teachers, Hispanic students may be expected to perform at the same pace as their English-speaking classmates without adequate assistance (Salinas, et al., 2008).

Maynard (2004) advised that in order to effectively serve Hispanic students in K-12 classrooms, teachers must first understand that the lack of English proficiency does not equate to an inability to learn. Maynard (2004) also reported that when teachers assign tasks, they should provide explicit demonstrations, which include well-organized guidance and less speaking. Because language is often a major barrier of communication between Spanish-speaking parents and teachers, teachers must also understand that parents' limited involvement in school organizations, conferences, and in extracurricular activities may be attributed to their inability to communicate (Maynard, 2004). Teachers must also show sensitivity towards Hispanic-American students who are migrant workers. For example, because some children may be required to work after school with their families, it may be impossible for students to complete homework assignments after returning home late (Maynard, 2004). Therefore, teachers should provide extra time for students to complete tasks, which are assigned outside of the school day. Many of the cultural norms generalized to the Hispanic Community are also reflected in the cultural norms often generalized to the African-American Community.

African-American Culture

Vavrus and Cole (2002) and Tyler et al. (2005) reported that communalism, movement, and verve are cultural norms, which generally characterize African-American culture. For example, many African-Americans believe collective rights and privileges

are more important than the rights and privileges of an individual (Tyler et al., 2005, Vavrus & Cole, 2002). They also believe that sharing affirms the interconnectedness between members of the group. Many members of the African-American community also value activities, which include movement, music, rhythm, and high levels of intensity. Unlike many White Americans, who prefer written communication, in general, African-Americans tend to prefer oral communication and therefore favor oral agreements over written contracts (Tyler et al., 2005; Vavrus & Cole, 2002). Educational researchers contend that K-12 African-American students often have difficulty in school when these cultural norms are not incorporated into their learning experiences (Banks, 2005; Kunjufu, 2002; Ladson-Billings, 2005; Payne, 2003).

According to Banks (2005), Kunjufu (2002), Ladson-Billings (2005), and Payne (2003), K-12 teachers often subject K-12 African-American students to school activities that mostly reflect White American culture. Such activities either limit or exclude movement altogether. Such educational activities are those, which heavily incorporate recitation, frequent usage of paper and pencils, and rote memorization. Tyler et al. (2005) also reported that while African-American students are accustomed to a more direct, authoritative, and participatory communication style, many White teachers utilize a more indirect, democratic, and passive-receptive communication style. For example, a teacher may expect students to sit quietly in orderly seating arrangements while he or she stands in front of the classroom and does most of the talking. Based on this literature, teachers, who work with K-12 African-American student populations, should provide stimulating environments that allow frequent opportunities for movement, expression, and collaboration (Tyler et al., 2005; Vavrus & Cole, 2002). They should also provide intensive learning opportunities, both mentally and physically stimulating (Tyler et al.,

2005; Vavrus & Cole, 2002). However, just as these cultural norms are often generalized to members of the African-American community, there are also cultural norms, which are often generalized to most Asian-Americans.

Asian American Culture

According to Kim, Atkinson, and Yang (1999), Kim, Li, and Ng (2005), Kim and Omizo (2005), and Tyler et al. (2005), many Asian-Americans value collectivism, conformity to norms, self-control, humility, family recognition, filial piety, and respect for authority. Kim, Atkinson, and Yang (1999), Kim, Li, and Ng (2005), Kim and Omizo (2005), and Tyler et al. (2005) also reported that, in general, members of the Asian-American community believe in interdependence between one's self and their community. For example, individual accomplishments such as attaining high levels of educational achievement are viewed as contributions made to the family and to the community at large. In general, Asian-Americans also believe that conforming to group norms maintains harmony, order, and peace and is therefore more favorable than independent thinking, which may cause group dissention. As a result, rather than promoting self-expression, many Asian-Americans encourage members of their community to withhold their feelings and opinions (Kim, Atkinson & Yan, 1999; Kim, Li, & Ng, 2005; Kim & Omizo, 2005; Tyler et al., 2005). Members of the Asian-American community are also encouraged to refrain from prideful expression and instead practice humility. Another cultural practice reported by Kim and Omizo (2005) is filial piety, a Confucian ideal that emphasizes respect, good conduct, superior job performance, ensuring male heirs, and caring for one's parents. However, like many of

their other cultural practices, filial piety also tends to bring about an enormous amount of pressure for Asian students (Bondure & Lu, 2010; Tyler et al., 2005).

According to Bodur and Lu (2010) and Tyler et al. (2005), a major challenge faced by Asian students in public school classrooms is the burden of being stereotyped as model minorities. Model minority is a term used to generalize the behavior of all Asians, who many believe are more ambitious, better behaved, and more intelligent than individuals from any other minority group. Alvarez and Liang (2006) reported that the model minority label brings about a tremendous amount of stress for Asian students. For example, teachers and students often expect Asians to make better grades and better behaved than students from all other racial groups. Asian-American students who fail to meet the expectations of their teachers and classmates often experience anxiety, depression, embarrassment, alienation, and social maladjustments. (Alvarez & Liang, 2006).

Researchers agree that in order for teachers to work more effectively with K-12 Asian student populations, they must understand the unique characteristics of Asian-American culture. For example, at home many Asian-American students are encouraged to listen without interrupting and to speak using only a soft voice (Kim, Atkinson, & Yan, 1999; Kim, Li, & Ng, 2005; Kim & Omizo, 2005; Tyler et al., 2005). Teachers should also understand that while at school, Asian students may be asked to analyze and challenge the views and the opinions of others. However, at home, they are often encouraged and taught to abstain from challenging the views of others (Kim, Atkinson, & Yan, 1999; Kim, Li, & Ng, 2005; Kim & Omizo, 2005; Tyler et al., 2005). Therefore, educational activities designed for Asian-American students should be based on natural interaction and opportunities to slowly take the lead in conversations (Kim, Atkinson, &

Yan, 1999; Kim, Li, & Ng, 2005; Kim & Omizo, 2005; Tyler et al., 2005). Moreover, teachers should refrain from stereotyping all Asian students as model minorities (Bodur & Lu, 2010). However, just as some of the cultural dynamics of Asian-Americans are often overlooked in K-12 classrooms, so are many of the cultural norms of American Indian/Alaska Native American culture (Amerman, 2007; Brown, Gibbons, & Smirles, 2007; Cokley & Williams, 2005).

American Indian/Alaska Native American Culture

Amerman (2007), Brown, Gibbons, and Smirles (2007), and Cokley and Williams (2005), reported some of the cultural values that are prominent among American Indian/Alaska Natives. According to Amerman (2007), Brown, et al., (2007), and Cokley and Williams (2005), the following cultural practices and beliefs are often listed as the fundamental principles of American Indian/Alaska Native culture: sharing, cooperation, non-interference, harmony with nature, a present-time orientation, and a deep respect for the elderly. First, many American Indian/Alaska Native Americans also practice because of their belief that everything is designed for a specific purpose and that interfering with the fulfillment of that purpose can be detrimental to one's well-being (Brown, et al., 2007; Bryant & LaFromboise, 2005). Furthermore, many American Indian/Alaska Native Americans also tend to practice withdrawal and isolation (Bryant & LaFromboise, 2005). Therefore, it is not uncommon for a teenager to leave home while toiling with psychological or emotional challenges. Upon returning home, the teenager is welcomed back, without the need for an explanation (Bryant & LaFromboise, 2005; Cokley & Williams, 2005). Another unique facet of American Indian/Alaska Native culture is their reference to time (Amerman, 2007; Brown, et al. 2007; Bryant & LaFromboise, 2005).

For example, rather than focusing on future events, many American Indian/Alaska Native believe in concentrating on events that occur in the present (Bryant & LaFromboise, 2005). Specifically, instead of beginning the workday at a definite time, many Native American/Alaska Natives start the workday after everyone arrives and end it once everyone agrees to do so (Amerman, 2007; Brown, et al., 2007; Bryant & LaFromboise, 2005). Like Asians, Hispanics, and African-Americans, many American Indian/Alaska Natives believe the survival of an individual is synonymous with the survival of the community. Moreover, like many members of these groups, they also believed that whatever an individual owns is also owned by everyone in the community (Brown, et al., 2007; Bryant & LaFromboise, 2005). Just as Asians promote a deep respect for the elders of the community, American Indian/Alaska Natives demonstrate respect for senior members of their community, whom they believe possess exceptional wisdom and knowledge acquired through life experiences (LaFromboise, 2005). Also similar to Asians, most American Indian/Alaska Native children are taught to avoid eye contact with their elders and to refrain from critical analysis or rebellion against the elders' knowledge (Amerman, 2007; Brown, et al. 2007; Bryant & LaFromboise, 2005).

To accommodate this segment of learners effectively, several cultural factors of American Indian/Alaska Native students should be taken into consideration by teachers. First, educators should consider that many K-12 American Indian/ Alaska Natives students are visual learners who benefit from seeing material they are expected to learn (Brown, et al., 2007; Bryant & LaFromboise, 2005; Pewewardy, 2002). Therefore, teachers should frequently incorporate into their teaching practices visual media such as graphs, films, demonstrations, and pictures. Second, because American Indian/Alaska Native students often tend to engage in reflection, teachers should consider providing

prolonged periods of think-time before asking students to respond to questions. Hilliard (2001) also pointed out that many American Indian/Alaska Native students have been taught that time and punctuality are of little importance. Therefore, they may not prefer pressing deadlines. Teachers can accommodate American Indian/Alaska Natives students by permitting them to complete tasks outside of the normally allotted required time constraints (Hilliard, 2001). To further accommodate this population of students, teachers should minimize educational activities requiring competition. Next, teachers should reject the notion that a student's downward glance or lack of eye contact is a sign of uncertainty or insecurity (Hilliard, 2001). Furthermore, teachers should refrain from viewing students, who prefer to observe and listen rather than to ask or answer questions, as being inattentive, sluggish, withdrawn, or lazy (Hilliard, 2001). Finally, because American Indian/Alaska Native students often rebel against strict discipline measures and view behavior modification strategies such as intimidation and corporal punishment as offensive, teachers should consider explaining reasons for exhibiting appropriate behavior. According to Lesaux and Siegel (2003), it is difficult to separate the affects of poverty from the learning experiences of many K-12 racially diverse student populations because many Hispanic, African-American, American Indian/Alaska Native, and Asian/Pacific Islander students are from socioeconomically disadvantaged backgrounds.

Socioeconomics

According to Lesaux and Sigel (2003), K-12 students' academic achievement levels have been found to be related to their socioeconomic backgrounds. Consequently, on the 2009 NAEP assessment, most K-12 Hispanic, African-American, American Indian/Alaska Native, and Asian/Pacific Islander students, who are considered poor,

scored lower in every subject area and at every grade level, than students from more affluent socioeconomic backgrounds (NAEP, 2010). Moreover, of all states in America, Mississippi has the highest number of K-12 students who live in poverty (NCES, 2010). For example, of Mississippi's 336,038 K-12 students, just over 68% are from low socioeconomic backgrounds (NCES, 2010). Lesaux and Siegel (2003) reported challenges generally faced by K-12 students from low socioeconomic backgrounds.

Lesaux and Siegel (2003) described students from low socioeconomic backgrounds as those students who are mostly subjected to economic hardship, poor living conditions, inadequate health care, and limited resources. According to Lesaux and Siegel (2003), K-12 students from low socioeconomic backgrounds often lack a variety of experiences and literacy skills that play a vital role in determining their school readiness and their ability to achieve. Unlike students from more affluent backgrounds, who may be more familiar with curriculum content because of their participation in experiences and access to various resources, which wealth has allotted them, students from low socioeconomic backgrounds, may be less familiar with curriculum content because of their lack of access to resources and activities such as travel, computers, and Internet access (Lesaux and Siegel, 2003). Additionally, students from low socioeconomic backgrounds experience more frequent disruptions in parenting, more frequent family conflicts, and more frequent mental and physical abuse (Lesaux & Siegel, 2003). Similar to the literature offered by Lesaux and Siegel (2003), Payne (2004) asserted that differences in the socioeconomic status of teachers, who are considered middle-class, and the socioeconomic status of students who live in poverty, can affect communication, teacher effectiveness, and student learning.

According to Payne (2004), in general, there are three major socioeconomic classes represented in America's K-12 school classrooms, and members from each social class operate according to a distinct set of rules. Payne (2004) wrote that in order to become more effective among K-12 students, who are considered poor, teachers should understand the psyche of individuals living in poverty. For example, in general, individuals, who live in poverty, are often driven by the challenge to obtain the fundamentals of survival, such as food, clothing, and shelter (Payne, 2004). They tend to view people, not things, as possessions and they are very protective of their relationships (Payne, 2004). Individuals, who live in poverty, also often judged others according to their ability to entertain (Payne, 2004). In general, individuals, who live in poverty, value quantity over quality and the notion of having choices is unfamiliar. Education is valued as abstract, and the world is seen in terms of the local setting. They tend to be accustomed to higher noise levels and prefer to receive non-verbal information rather than verbal information (Payne, 2004). Therefore, what one does is overshadowed by what one says. In general, individuals, who live in poverty, do not openly display their emotions. Discipline is more about self-punishment and forgiveness at the moment, rather than about changing one's long-term behavior. Finally, individuals who live in poverty often believe that one's destiny and fate are governed by God or a higher being (Payne, 2004). To better accommodate students who live in poverty Payne (2004) offered nine strategies.

According to Payne (2004), there are specific strategies that have been found to increase the academic success of students, who are considered poor. First, Payne (2004) wrote teachers should build respectful relationships with their students, insist on their best work, and demonstrate genuine care and support. They should also become aware of

the positive and negative signs of non-verbal communication and then use positive non-verbal communication to respond to their students. Building a positive rapport with students can be done by talking to students respectfully, by noticing and addressing students individually, and by providing support when needed (Payne, 2004). Second, Payne encouraged teachers to make learning relevant for students by providing new information in a supportive context. For example, the teacher may introduce new content through paired assignments or through cooperative group work. Third, Payne revealed that many students living in poverty speak most often using their cultural dialect. These students may object to the formal register or Standard English and refer to it as talking White. Therefore, Payne encouraged teachers to explain to their students the differences between the formal register and cultural dialect and when the use of each is most appropriate. Furthermore, teachers should provide students with continuous opportunities to translate phrases from the casual to the formal register. Next, Payne (2004) wrote that schools often require students to obtain resources that they do not provide. As a result, students without access to resources outside of the school may not be as successful as those students who do have access to resources outside of the school. Therefore, teachers must understand many students have limited resources, which may make it impossible for them to complete assignments requiring materials not provided by the school. Payne also wrote that the actions and attitudes of individuals living in poverty are often unparallel to the expectations of the school. For example, if a student laughs while being disciplined, teachers may view that laughter as a sign of disrespect. However, the student may laugh as an attempt to avoid embarrassment or to save face. In addition, Payne advised teachers to constantly monitor students' progress and to plan and execute instructional interventions. For example, teachers may chart students'

performance and use rubrics to identify how well students are mastering content standards. For those students who unsuccessfully meet educational goals, teachers may provide additional instructional time involving alternative instructional and learning methods. Because students living in poverty may have limited life experiences, Payne suggested teachers provide instruction so that students' learning moves from concrete to abstract, as concrete examples help students build on tangible information and move students toward mental acquisition. For example, if a student is learning about fractions, a teacher may want to use real apples to demonstrate how to cut apples into fourths, sixths or eighths before using worksheets requiring students' to use mental calculations. Next, Payne (2004) wrote that because formulating good questions helps students to analyze information and to gain in-depth understanding, it is important teachers help students understand how to formulate the right questions. Finally, Payne recommended teachers form genuine relationships with parents. Because some parents may not know how to support their child's learning and because many parents may be reluctant to work with teachers because of their own negative school experiences, teachers should first create a welcoming atmosphere for parents. They should also make home visits, which can provide insight into their students' living environments and conditions. Similar to the literature offered by Payne (2004) is the literature offered by Pollard-Durodola (2003), which also suggested that special attention must be given to improving the educational experience of K-12 students who live in poverty.

Pollard-Durodola (2003) stated many students are successful in spite of severe financial hardships they may face. However, teachers should take into account the social conditions and hardships that students who live in poverty face on a daily basis. Teachers should also model the factors of resiliency: (a) life skills, (b) self-control, (c) autonomy,

(d) orientation toward a positive future, (e) adaptability/flexibility, (f) intrinsic motivation, and (g) self-efficacy. However, individuals considered poor often have different frames of reference from those individuals considered middle-class (Payne, 2004).

According to Payne (2004), individuals from middle-income socioeconomic backgrounds live according to a different set of rules than those individuals, who live in poverty. For example, for individuals from middle-income socioeconomic backgrounds, the driving forces for decision-making are work and achievement. Formal education is viewed as being crucial to one's future success. It is believed that rather than depending on outside forces, one must be self-governing and self-supporting. Therefore, in general, individuals from middle-income backgrounds also believe that one's fate lies in one's own hands. Fighting is done verbally. Physical fighting is viewed as distasteful. Discipline is about changing one's behavior and a reprimand is taken seriously without laughing or smiling at the person in authority. Quality is valued over quantity. People, not material items, are viewed as possessions, and the world is seen in national terms (Payne, 2004). Payne also offered a generalized description of K-12 students and individuals who are considered wealthy.

According to Payne (2004), individuals from upper socioeconomic backgrounds, or wealthy individuals, are driven by money, politics, and social connections. Wealthy individuals are also often influenced by perceptions, especially by the perceptions of others. For example, the presentation of food is more important than the quantity of food. Payne also reported that rather than being inclusive, wealthy individuals tend to practice social exclusion. The worth of an individual is related to the amount of money acquired. Love and acceptance are also related to one's social standing. Traditions and history are

highly valued. Formal education is a tool deemed necessary for making and maintaining connections. When communicating, the formal of register is most often used and the world is viewed in international terms. Educational researchers contend that K-12 teachers must become more informed about the cultural norms of students from various racial and socioeconomic groups and that they should also become more cognizant of information pertinent to K-12 ELLs (Francis, Rivera, Lesaux, Kefir, & Rivera, 2006; Lesaux, Rupp, & Siegel, 2007).

English Language Learners

English Language Learners (ELLs) are those students who typically are not proficient in English and who often have a limited speaking, reading, writing and listening skills in English (NCES, 2010). According to the NCES (2010), approximately 5 million ELLs are enrolled in America's K-12 public schools. This number is expected to double by 2015 (NCES, 2010). Although ELLs often have difficulty acquiring and using content knowledge in English, they speak more than 400 languages (Francis, Rivera, Lesaux, Kefir, & Rivera, 2006; Lesaux, Rupp, & Siegel, 2007). Approximately 80% of ELLs speak Spanish as their first language. However, the NCES (2010) reported that on the 2009 NAEP assessment, ELLs scored lower than non-ELLs at every grade in reading and mathematics (NCES, 2010). The increasing numbers of linguistically diverse students compels educators to utilize pedagogy that will increase the academic achievement levels among K-12 ELLs. However, McIntyre and Gonzalez (2001) and Thomas and Collier (2002) agreed that before K-12 teachers begin to use strategies that will accommodate the learning needs of ELLs, they must first change their perceptions of their linguistically diverse students.

McIntyre and Gonzalez (2001) and Thomas and Collier (2002) agreed that rather than being considered disadvantaged, ELLs should be considered bilingual. Thomas and Collier (2002) also suggested teachers acquire and maintain high academic expectations for ELLs. Moreover, teachers should demonstrate the value of linguistic diversity by taking the time to learn about ELL's backgrounds, by adapting their instruction to facilitate second language acquisition, and by creating a learning environment that is conducive for ELLs (McIntyre, & Gonzalez, 2001). Thomas and Collier (2002) offered additional strategies for accommodating K-12 ELLs. According to Thomas and Collier (2002), there are several methods, which may increase the overall academic success of K-12 ELLs. First, Thomas and Collier wrote teachers should encourage K-12 students to learn content in their native language while learning English as a second language. In particular, students can learn to read in their native language until they have sufficiently learned how to communicate in English. Second, the researchers suggest teachers should encourage ELLs to act as peer tutors for their English-speaking students and vice versa. Third, teachers should use a holistic approach when teaching ELLs because this method allows ELLs to relate speaking, writing, and reading to action. In addition, teachers should speak at a rate and level appropriate to the proficiency level of their ELL students (Thomas & Collier, 2002).

The NCES (2010) reported the numbers of K-12 Hispanic, African-American, American Indian/Alaska Native and Native Hawaiian/Pacific Islander students and the numbers of K-12 ELLs, represented in elementary and secondary school classrooms across the United States are expected to continually increase. The NCES (2010) also reported many of these racially and linguistically diverse students will come from low-income families. In order to effectively serve these K-12 student populations, pre-service

teachers from Mississippi State University are encouraged to apply various frameworks for culturally relevant teaching, which could potentially minimize the differences between students' home and school cultures and thereby increase their levels of academic achievement (OCFBIL, 2012)

Culturally Relevant Teaching

Educational researchers use a variety of terms that describe teachers' efforts to connect their students' home cultures to the culture of the school. Among these are culturally appropriate, culturally congruent, culturally compatible, culturally responsive, culturally compatible, and culturally relevant. However, the most current term used to describe teachers' efforts to link students' home cultures to the culture of the school is culturally responsive teaching.

Gay (2002) defined culturally relevant teaching as teachers' effectiveness in using multicultural content and students' prior experiences, learning styles, and cultural backgrounds to make curricula more meaningful in order to improve their opportunities for academic achievement. Gay also maintained that culturally responsive teaching helps racially, socioeconomically, and linguistically diverse students “maintain identity and connection with their ethnic groups and communities; to develop a sense of community, camaraderie, and shared responsibility; and to acquire an ethic of success” (p. 30). Gay’s (2002) theoretical framework is based on the assumption that when academic knowledge and skills are incorporated into students’ life experiences and their frames of reference, learning is more meaningful and easier to master.

The five essential elements of Gay’s (2002) culturally responsive teaching framework are as follows: (a) developing a culturally diverse knowledge base, (b)

designing culturally relevant curricula, (c) demonstrating cultural caring and building a learning community, (d) cross-cultural communications, and (e) cultural congruity in classroom instruction. Gay contends that if teachers are to meet the learning needs of diverse student populations, they should first develop a culturally diverse knowledge base encompassing factual information about various ethnic groups, cultural values, traditions, means of communicating, learning styles, contributions, and relational patterns. Teachers should also become equipped with pedagogical skills needed to make learning more interesting and stimulating for ethnically diverse student populations.

The second element, designing culturally relevant curricula, entails converting knowledge about diverse student populations into culturally relevant curricula designs and instructional strategies. The multicultural content should be evident in each of the three curricula: formal, symbolic, and societal. The formal curriculum is the instructional plan, which has been approved by policymaking and governing bodies. The symbolic curriculum reflects the images, symbols, icons, mottos, awards, celebrities, and other artifacts that are used to teach students content knowledge, skills, morals, and values. The societal curriculum includes the knowledge, ideas, and impressions about ethnic groups that are portrayed in the mass media. These images are often inaccurate and prejudicial, but influential.

The third element of Gay's (2002) framework, demonstrating cultural caring and building learning communities, involves using pedagogical strategies to create classroom climates conducive to learning. At this stage, teachers scaffold students' learning by supporting their cultural experiences and by expanding their perspectives.

The fourth element, effective cross-cultural communication, entails collaboration among students, which includes what they talk about, how they approach topics and

express their views. The fifth element, cultural congruity, deals with the delivery of instruction to diverse student populations so that instructional techniques match students' learning styles. Similar to the theoretical framework offered by Gay (2002) is the theoretical framework of Ladson-Billings (2005), who provided characteristics of culturally relevant teachers.

Ladson-Billings (1994) identified common characteristics of teachers who are successful in accommodating K-12 culturally diverse learners. Ladson-Billings refers to these teachers as "culturally responsive teachers" (p. 5). First, Ladson-Billings (1994) wrote that culturally responsive teachers have high self-esteem and a high regard for others. They have a strong belief in teaching as a profession and believe all of their students can, and will, be successful. Culturally responsive teachers view themselves as being part of the community where they teach and view their teaching as a way of giving back to the community. They also feel that by working in the community, they are investing in the growth and development of the people who live there. Therefore, they seek to develop meaningful relationships with the parents and students who live in the communities where they work and to challenge social injustices in those communities. Next, culturally relevant teachers view themselves as artists who find ways to build "bridges of meaningfulness (p. 29)" between the students' home and school cultures. They affirm and validate their students' heritage by connecting their prior experiences to what they learn in school. They seek to discover their students' interests and learning styles so that they can keep students motivated and engaged in the learning process. In addition, culturally responsive teachers design instruction so that their students are active learners. When a student does not learn a concept presented in the lesson, culturally relevant teachers use new ways to accommodate students. Culturally relevant teachers

also help students make connections to the world and use various forms of media to identify the social injustices within society. Culturally relevant teachers also encourage their students to challenge the status quo and to create a culturally diverse society. Similar to the literature provided by Ladson-Billings (1994) on culturally relevant teaching is the literature offered by Villegas and Lucas (2002).

Villegas and Lucas (2002) offered six strands of culturally responsive teaching: (a) gaining socio cultural consciousness, (b) developing an affirming attitude toward students from culturally diverse backgrounds, (c) developing a commitment and skills to act as agents of change, (d) embracing constructivist foundations of culturally responsive teaching, (e) learning about students and their communities, and (g) cultivating the practice of culturally responsive teaching. The initial strand, gaining socio cultural consciousness, challenges future teachers to expand their understanding of how people think and behave according to factors such as race, socioeconomics, and language. Strand two, developing an affirming attitude toward students from culturally diverse backgrounds, supports the cultures, beliefs, and practices of culturally diverse students. Strand three, developing a commitment and skills to act as agents of change, requires prospective teachers to become change agents who support students and parents as they challenge inequities in society. The fourth strand, embracing constructivist foundations of culturally responsive teaching, is a process by which students generate new ideas and experiences from their encounters at school. Strand 5, learning about students and their communities, encourages students to build on their prior knowledge in order to make it central to their learning at school. Strand 6, cultivating the practice of culturally responsive teaching, involves assisting students with building bridges between their prior knowledge and new material they are expected to learn. Culturally responsive teachers

also create classroom communities that offer opportunities for their students to refine their cognitive processes and their socialization skills.

Villegas and Lucas (2002) also wrote that culturally responsive teachers develop positive dispositions, a multicultural knowledge base, and pedagogical skills. Each of these help engage students in the following: (a) introspective and reflective journal writing, (b) games and cross-cultural simulations that provide experiences and opportunities for their students to relate to people from different cultures, (c) languages, governing rules and roles of individuals from various regions of the world, (d) exploration of culturally diverse families, and (e) exploration of cultural behaviors of various social groups who are identified by race, gender, social class, age, sexual orientation, and religion. Like Villegas and Lucas (2002), Ukpokodu (2006) also offered principles for teachers who wish to become more effective among K-12 racially, socioeconomically, and linguistically diverse student populations.

According to Ukpokodu (2006), “American society demands that teachers prepare their students for national and global citizenship (p. 4)” by creating “culturally conscientious classrooms (p. 4)”. Ukpokodu offered six principles as a guide for developing classrooms that promote a respect for cultural diversity, or “culturally conscientious classrooms” (p.4). These principles suggest teachers: (a) provide substantive work within a learning community; (b) build on students’ cultural and linguistic capital; (c) make students’ lives the starting point for learning; (d) advocate on students’ behalf; (e) teacher social activism and self-efficacy; and (f) work with families and communities to contextualize teaching and learning.

Ukpokodu (2006) wrote teachers should build culturally conscientious classrooms by promoting the principles of democracy, by promoting community building, and by

teaching activism. Teachers should also seek to empower students individually and collectively by providing experiences promoting belonging, autonomy, and competence through activities such as role-play, dialogue, debates, and discussion. To build on students' culture and language, teachers should use the cultural knowledge and resources that students bring with them into the classroom. This goal is accomplished when teachers acknowledge, respect, and integrate students' values, cultures, beliefs, and languages into the school curriculum. Teachers can also demonstrate a respect for diversity by connecting the school curriculum to events and issues related to students' family lives and communities. By doing so, teachers help to affirm the reality of students' everyday lives. Additionally, teachers may advocate on their students' behalf by first becoming aware of educational inequities and social injustices embedded within schools, classrooms, and curriculum. Then, teachers should help their students analyze, confront, and challenge those injustices. To promote self-efficacy, teachers should teach their students how to take responsibility and action. For example, teachers can address social issues that recognize inequitable human treatment and conditions in their communities and around the world. According to Ukpokodu (2006), such activities help students explore interdependence with others as they exercise individual and collective responsibilities through activism.

Expected Performance of Teach Interns on INTASC Indicators 6 and 8

During their 16-weeks internships, the Mississippi State University's K-12 interns were expected to write lessons plans and to demonstrate teaching practices that incorporated the multicultural content and theory taught in the methods courses of their teacher education program (OCFBIL, 2011). INTASC Indicator 6, "Uses knowledge of

students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24) and INTASC Indicator 8, "Incorporates diversity, including multicultural perspectives into lessons" were designed specifically to evaluate each interns' incorporation of multicultural content and theory into their lessons (p. 24). However, INTASC Indicators 6 and 8 were designed to evaluate different aspects of the interns' incorporation of multicultural content and theory. For example, INTASC Indicator 6 assessed the interns' incorporation of information related to their students' culturally diverse backgrounds, but INTASC Indicator 8 assessed the interns' incorporation of information about their students' culturally diverse backgrounds as well as the interns' incorporation of multicultural information related to global issues and worldwide perspectives.

To demonstrate target performance of INTASC Indicator 6, each intern was expected to compose lesson plans and to use teaching practices reflecting their students' individual and collective prior knowledge, background experiences, and interests. First, the interns were expected to collect information about their students, utilizing various assessment tools such as learning styles inventories, interest inventories and KWL charts. Next, the interns were expected to relate information about their students to the school curriculum into order to make the content more relevant and meaningful. The curriculum taught in K-12 public schools in the State of Mississippi is the 2006 Mississippi Curriculum Framework-Revised (OFBCI). The 2006 Mississippi Curriculum-Revised consists of benchmarks listed by subject area and by grade level. Using both the information about their students and benchmarks selected from the 2006 Mississippi Curriculum-Revised, the interns were expected to write lesson plans and then to execute those lesson plans. For INTASC Indicator 8, the interns were expected to use

information about their students as well as information unique to people of different races, ethnic groups, socioeconomic backgrounds, languages, genders, religions, abilities and disabilities from around the world to the school curriculum (OCFBIL, 2011). Using this information, the interns were expected to provide writing lesson plans and utilize teaching methods providing evidence of the consistent and effective use of their students' backgrounds, interests, and prior knowledge and global diversity. By meeting INTASC Indicators 6 and 8, Mississippi State University's interns received opportunities to increase their understandings of their K-12 racially, socioeconomically, and linguistically diverse students and to increase their levels of academic achievement (OCFBIL, 2011).

Implications for Teacher Interns

Locke (2005), Picower (2009), and Sleeter (2005), reported that many pre-service teachers recognize that there is increasing diversity among K-12 student populations. However, many of them are ill-prepared to effectively teach their racially, socioeconomically, and linguistically diverse students. Findings from research studies conducted by Kin King (2004) and Middleton (2002) noted a lack of pre-service teachers' preparedness for accommodating their future racially, socioeconomically, and linguistically diverse students.

Kin King (2004) investigated a teacher education program's efforts to provide 44 pre-service teachers with knowledge and experiences with issues related to multicultural education. Most of the participants (98%) were elementary education majors and participated in eight seminars while simultaneously completing a teaching internship. The following questions guided the study: (a) Do student teaching/internship experiences affect teachers' attitudes towards multicultural education and issues of diversity, (b) Do

pre-service teachers perceive themselves as being knowledgeable about cultural diversity and effective methods used to teach racially, socioeconomically, and linguistically diverse students, and (c) Do pre-service teachers believe their internship addresses issues of diversity? Overall, an analysis of the data indicated the pre-service teachers were not as knowledgeable about multicultural education as they perceived themselves to be. The data also indicated a need for teacher education programs to increase their efforts to provide pre-service teachers with opportunities to learn and incorporate more multicultural content in their teaching practices. Similar to the results of the study by Kin Kin King (2004) are the results of the study by Middleton (2002), who found a desire among the pre-service teachers to teach from a culturally diverse perspective, but a lack of skills needed to effectively do so.

Middleton (2002) used a mixed method study to investigate 104 pre-service teachers' knowledge and skills for working with K-12 racially diverse student groups. The pre-service teachers enrolled in a diversity course met 3 hours per week during a 15-week semester. Quantitative data were collected from the *Beliefs about Diversity Scale* (Pohan & Aguilar, 1995), which was used to measure self-reported attitudes and beliefs about diversity. Pre-test and post-test measures were also collected both at the beginning of the diversity course and at the end of the course. Qualitative data were collected through written journals and oral discussions on topics such as attitudes and beliefs. Findings from the study indicated that overall, the pre-service teachers often held misconceptions about racially diverse students were most often influenced by their own cultural heritage and by their lack of cultural knowledge. Results also revealed that although the pre-service teachers had a desire to accommodate racially diverse students, they lacked the pedagogical skills needed to do so. Educational researchers agree that

highly effective teacher education programs comprehensively incorporate multicultural content and theory into all education courses, seminars and practicum experiences, which yields positive results in pre-service teachers' preparedness for teaching culturally diverse student populations (Artiles, et al., 2000; Gay, 2002; Keim, Warring, & Rau, 2001; Rao, 2005; Schoorman, 2002; Sleeter, 2001).

Danielson, Kuhlman, and Fluckiger (2008) wrote that pre-service teachers must be able to link content and theory learned during their coursework to their instructional practices. Andrew (2009) added that increased hours in practicum experiences help pre-service teachers to apply what they learn in coursework and helps them make sense of what they are learning. Danielson, et al.(2008) also reported that the experience gained during internships helps interns to improve their teaching, to increase their confidence, and to make a long-term commitment to the teaching profession (Andrew, 2009). The following research studies document the impact of teaching internships on pre-service teachers' effectiveness in incorporating multicultural content into their teaching practices.

Grant and Koskela (1986) examined 26 teacher interns' incorporation of multicultural content into their teaching practices. The participants of the study all attended a Midwestern university, where they participated in professional courses, an internship and a seminar over four consecutive semesters. During the first three semesters, the pre-service teachers participated in methods courses, lectures and discussions focusing on race, sex, social class and disabilities. The fourth semester, the teacher interns participated in a 15-week internship and in a seminar designed to link theory to practice. Of the 26 interns, 18 reported they had previously received biased information about culturally diverse student populations, which mostly came through textbooks. Five interns had received information about working with special needs

students. Nineteen of the pre-service teachers reported receiving instructions specifically related to multiculturalism in their social studies methods courses. Only 11 of the teacher interns incorporated multiculturalism into their lessons. Most did not integrate multicultural content at all, but instead followed the textbooks, which neither included multicultural or stereotypical information about culturally diverse populations. None of the teacher interns reported having received instructions related to multicultural content or pedagogy from their mentor teachers. Findings from the study revealed that multicultural concepts learned in the teacher education program were not readily integrated into the school curriculum. The researchers also recommended that teacher education programs focus more on race, class, and gender in a comprehensive manner. In addition, the researchers also suggested that the teacher interns be provided with implicit instruction and demonstrations that show them specifically how to incorporate multicultural content into the school curriculum daily.

Gayle-Evans (2004) surveyed 477 teachers from the state of Florida to determine their levels of inclusion of multicultural materials and activities into the lessons they taught. Findings from the response items indicated that fewer than 25% of the teachers had books in other languages in their classrooms. Fewer than 36% of the teacher participants actually introduced their students to other languages. Fewer than 47% allowed their students to use their native languages and 31.44% allowed students to write in their primary languages. In mathematics, 40.88% of the teachers introduced their students to other languages. Only a small percentage (36.05%) indicated having books on plants and animals from other cultures in their classrooms. Of the participants, 31.44% provided opportunities for their students to cook foods eaten by different ethnic groups. An even smaller percentage (30.18%) provided opportunities for their students to taste

fruits from other regions of the world. There were 50.73% of the teachers who indicated having a variety of racial/ethnic and special needs dolls in the dramatic play area of the classroom. Based on the findings from the study, Gayle-Evans (2004) made the following recommendations: (a) mentor teachers should model how to transfer multicultural content and theory into teaching practices; (b) mentor teachers should increase pre-service teachers' opportunities to demonstrate the incorporation of culturally responsive teaching, (c) mentor teachers and pre-service teachers should frequently dialogue about tension and discomfort that pre-service teachers may experience during the process of addressing multicultural content that may be considered sensitive, and (d) mentor teachers should encourage pre-service teachers to develop positive attitudes and the skills necessary to effectively incorporate multicultural content and theory into their teaching practices.

Ebbeck and Baohm (1999) used a questionnaire to investigate teachers' transfer of multicultural content into their teaching practices. The researchers focused on thirteen urban schools and the teachers who taught students ages five to eight. Ebbeck and Baohm found a gap between the teachers' expressed views on the importance of multicultural education and their actual inclusion of multicultural content and theory into their teaching practices. Although the teachers represented in the study agreed that incorporating multicultural content into school curricula was vital in meeting their racially, socioeconomically, and linguistically diverse students' learning needs, 62% of them either never or occasionally incorporated diverse perspectives into the lessons they taught. In addition, 70% either never or occasionally used community resources.

Huang (2002) examined the content, goals and teaching approaches of multicultural lessons planned by pre-service teachers enrolled in a teacher education

program at a university located in the Midwest. The content of the lesson plans included a broad range of multicultural topics such as Native American culture, African-American culture and ethnic music. Regarding multicultural education goals, most lessons (99%) aimed to strengthen students' cultural awareness. A large proportion of the lesson plans (96%) emphasized the development of multiple perspectives of historical events. About 73% of lessons were planned to strengthen intercultural competence. Only 6% of the lesson plans were related to the goals of combating racism, sexism and other forms of prejudice. Topics related to the state, the planet and the universe were subjects that were least incorporated into the lesson plans (3%).

Bell (2002/2003) evaluated the longitudinal effect of a practicum experience, which addressed cultural diversity. The 18 teacher interns participating in the study were majoring in agricultural education and consumer science. Bell (2002/2003) administered an attitudinal inventory before, during, and one year after the interns' practicum experiences. The evaluation was designed to assess the interns' teaching skills, knowledge of cultural diversity, teacher-student relationships, and their cultural awareness. Findings from the study indicated a positive change of competency within all subjects. The area of greatest gain was teacher-student relationships. The area of least gain over time was cultural awareness. A conclusion from the study was that teacher interns must be aware that one's attitude toward an issue can be shaped by societal influences and norms and that such awareness is vital when attempting to challenge a person to change or expand their worldview or behavior.

Lenski, Crumpler, Stallworth, and Crawford (2005) conducted an ethnographic study to determine if a yearlong cultural immersion internship would affect 34 pre-service teachers' cultural awareness. During their senior year at a Midwestern university,

the pre-service teachers, who were from the suburbs, moved 150 miles away from their homes to live in a large urban area to teach at a professional development school. All but four of the pre-service teachers identified themselves as White. At the onset of the internship, the pre-service teachers were asked to observe and take notes about the inner-city community. They were also instructed not to describe the groups they observed by race, but by their common patterns, traditions, and values and by the prominent activities they observed. The data collected included students' responses to questions about diversity, which the interns answered before participating in the study, from their observational field notes, ethnographic papers, videotapes and exit interviews. When Lenski et al. (2005) examined the data, the researchers found that as the internship progressed, the pre-service teachers became more culturally aware and provided information about the communities they would not have known otherwise. The pre-service teachers also disclosed that the information they obtained about the cultural groups could aid them with applying culturally relevant pedagogy in their classrooms. By the end of the year, the researcher noted that the pre-service teachers had expanded their views about the groups of people they observed and they saw. As the interns' number of observations increased, their negative opinions about culturally diverse groups that were based on their past experiences and preconceived assumptions became more positive. Results from the follow-up study suggested that the information and the skills obtained by the pre-service teachers during their clinical experiences were influential during their first year of teaching.

Ariza (2003) examined the practicum experiences of pre-service teachers who tutored English Language Learners while they were simultaneously enrolled in an English for Speakers of Other Languages (ESOL) course. The tutoring program was

located in a school in a low-income, urban area of Ft. Lauderdale, Florida. The purpose of the tutoring was to provide ELLs with language and academic assistance and the pre-service teachers with opportunities to connect second language acquisition theory to real life situations. Ariza (2003) found that the pre-service teachers were able to apply the theory, methods, and strategies learned in their ESOL class

Summary

The literature review began with the cultural characteristics of White, Hispanic, African-American, Asian/Pacific Islanders, and American Indian/Alaska Native students. For example, while two of the main characteristics most often associated with White Americans are individualism and competition (Utsey & Pederson, 2006). Educational researchers reported that in general, Hispanics, African-Americans, Asians, and American Indians/Alaska Natives promote social interaction, cooperation, and group commitment (Amerman, 2007; Brown, et al., 2007; Bryant & LaFromboise, 2005; Kim, et al., 1999; Kim, et al., 2005; Kim & Omizo, 2005; Salinas et al., 2008; Vavrus & Cole, 2002; Tyler et al., 2005). Moreover, in general, White Americans tend to promote individualism (Utsey & Pederson, 2006). However, Hispanics often believe that separating from one's family in order to pursue one's own personal interests is an act of selfishness (Salinas, et al., 2008). Another major contradiction was the time reference of Whites compared to the time reference of American Indian/Alaska Natives. For example, while it was reported that most White Americans view time as a limited commodity and therefore carry out tasks with a sense of urgency (Utsey & Pederson, 2006), American Indian/Alaska Natives tend to prefer the natural occurrence of events (Amerman, 2007; Cokley & Williams, 2005). However, the literature did note similar preferences in

communication styles amongst White Americans and African-Americans. For example, White Americans and African-Americans alike are accustomed to a more direct, authoritative, and participatory communication style, which includes gestures such as eye contact and firm handshakes (Tyler et al., 2005; Utsey & Pederson, 2006). To the contrary, many Asians and American Indian/Alaska Natives have been taught to avoid eye contact, refrain from challenging authority, and to conform to group norms (Amerman, 2007; Brown, et al., 2007; Bryant & LaFromboise, 2005; Tyler et al., 2005). In addition to presented literature on the cultural characteristics of diverse racial groups represented in K-12 schools, this section of the literature also presented several strategies for accommodating Hispanic, African-American, Asian/Pacific Islanders, and American Indian/Alaska Natives K-12 students.

Researchers offered several strategies for working with Hispanic, African-American, Asian/Pacific Islanders, and American Indian/Alaska Natives K-12 students. To accommodate K-12 Hispanic students, Maynard (2004) suggested teachers provide more explicit demonstrations with fewer oral explanations. For K-12 African-American students, Banks (2005), Kunjufu (2002), Payne (2003), and Ladson-Billings (2005) suggested teachers minimize educational activities which rely heavily on the frequent use of paper and pencils and rote memorization, and instead incorporate more opportunities for movement and expression, and collaboration. Researchers suggested that when working with K-12 Asian-American students, teachers should refrain from stereotyping Asian students as model minorities (Fong, 2002). They should also allow Asian students to interact naturally in conversations (Kim, et al., 1999; Kim, et al., 2005; Kim & Omizo, 2005; Tyler et al., 2005). To accommodate K-12 American Indian/Alaska Native students, researchers suggested increasing teachers' incorporation

of visual media, permitting additional time for completing assignments, and minimizing competition between students (Hilliard, 2001).

Payne (2004) reported that there are three distinct socioeconomic classes in America and that each class of individuals is motivated by different driving forces. For example, individuals living in poverty are driven by the challenge to survive, bonds created through relationships and entertainment. Individuals from middle-income backgrounds, the driving forces of decision-making are work and achievement. Therefore, formal education is valued and is viewed as crucial to one's future success. According to Payne (2004), for wealthy individuals, the driving forces are money, politics, and social connections. Their focus is more on how things are presented and viewed by other individuals. Dill and Stafford-Johnson (2004) added that when working with K-12 students who are from impoverished backgrounds, teachers should teach (a) life skills, (b) self-control, (c) autonomy, (d) adaptability/flexibility, (e) intrinsic motivation, and (f) self-efficacy. Cole (1995) identified the following effective instructional strategies that bring about increased scholarly learning for K-12 students from impoverished backgrounds using: (a) reality-based learning approaches, (b) alternative assessments, and (c) concrete examples.

McIntyre and Gonzalez (2001) and Thomas and Collier (2002) agreed that ELLs or students who are typically not proficient in English, should be viewed as being bilingual rather than being considered disadvantaged. Thomas and Collier (2002) offered several strategies for increasing the achievement levels among K-12 ELLs. These strategies included, encouraging students to learn content in their native language while learning English as a second language, encouraging ELLs to act as peer tutors for their monolingual English-speaking students and vice versa. Using a holistic approach

provides opportunities for ELLs to relate speaking, writing, and reading to action.

Francis, et al., (2006) added that teachers should understand that in general, it takes up to two years for students to become conversationally fluent in English and 5 to 7 years to become academically proficient. It is normal for ELLs to experience periods when they do not speak, which can last several months. Teachers should understand that ELLs learn English by connecting to prior knowledge. Teachers should teach ELLs by building on information they already know, the new concepts. To check for comprehension, ELLs should provide input by using drawings, pictures, models, gestures, actions, emotions, and voice variety.

Next, the literature provided various frameworks promoting culturally relevant teaching. The five essential elements of Gay's (2002) culturally responsive teaching framework are as follows: (a) developing a culturally diverse knowledge base, (b) designing culturally relevant curricula, (c) demonstrating cultural caring and building a learning community, (d) cross-cultural communications, and (e) cultural congruity in classroom instruction. Villegas and Lucas (2002) six strands of culturally responsive teaching are listed as follows: (a) gaining socio cultural consciousness, (b) developing an affirming attitude toward students from culturally diverse backgrounds, (c) developing a commitment and skills to act as agents of change, (d) embracing constructivist foundations of culturally responsive teaching, (e) learning about students and their communities, and (g) cultivating the practice of culturally Responsive Teaching. Ukpokodu (2006) offered six principles as a guide for developing classrooms that promote a "culturally conscientious classroom (p. 4)": (a) provide substantive work within a learning community; (b) build on students' cultural and linguistic capital; (c) make students' lives the starting point for learning; (d) advocate on students' behalf; (e)

teacher social activism and self-efficacy; and (f) work with families communities to contextualize teaching and learning.

The next section of Chapter Two reviewed the expected performance of Mississippi State University's teacher interns' for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p.24) and for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24). First, the literature revealed that TIAI Indicator 6 assessed the interns' incorporation of information related to their students' culturally diverse backgrounds, but TIAI Indicator 8 assessed the interns' incorporation of information about their students' culturally diverse backgrounds as well as the interns' incorporation of multicultural information related to global issues and worldwide perspectives. Next, the literature presented revealed that interns were expected to collect information about their students, using various aspects to incorporate the students' background information into school curriculum. For TIAI Indicator 8, the interns were expected to write lesson plans providing evidence of the consistent and effective use of their students' backgrounds, interests, and prior knowledge and global diversity.

Thirdly, the literature presented the implications of multiculturalism and diversity on the instructional practices of teachers suggested that teacher education programs should increase the multicultural content and theory incorporated into their curricula as well as the number of the practicum and field-based experiences provided for their students. First, Picower (2009) reported that most pre-service teachers are not prepared to effectively teach culturally diverse students because many of them lack the multicultural knowledge and skills that would enable them to effectively do so. Picower

(2009), Sleeter (2005), and Lock (2005) added that because of many pre-service teachers' lack of multicultural knowledge and skills, they often have negative preconceived notions about culturally diverse students. To support this theory, several empirical studies were reviewed. Thompson, et al., (2009) found that teacher education programs should include a guide specialized and sequential multicultural component into the curriculum each semester or the positive attitudes acquired by the teacher candidates during their field-based experiences would not be maintained. Sparks and Butt (2000) found that as teacher interns became more aware of their own biases, they developed a more sensitive attitude toward culturally diverse student populations. Kin King (2004) found that teacher interns did not readily integrate multicultural concepts learned in the teacher education program into the school curriculum. Ebbeck and Baohm (1999) found that although teachers represented in the study agreed that incorporating multicultural content into the school curricula was vital in meeting their culturally diverse students' needs, 62% of them either never or occasionally incorporated diverse perspectives into the lessons they taught. Huang (2002) found that only 6% of the lesson plans he reviewed incorporated multicultural content that would assist students in combating racism, sexism, and all forms of prejudice. Bell (2000) suggested that pre-service teachers' immersion in culture had a positive effect on their cultural awareness. Lenski, et al., (2005) found that as teacher internships progressed, pre-service teachers became more culturally aware and provided information about the communities they would not have known otherwise. Ariza (2003) found that pre-service teachers applied multicultural content and theory learned in their methods classes into their teaching practices. This section of the literature review suggested that increasing practicum and field-based experiences could help to increase pre-service teachers' knowledge about diversity and

their effectiveness in accommodating the academic needs of K-12 culturally diverse student populations.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to determine if 394 K-12 teacher interns from Mississippi State University incorporated multicultural content and theory, as measured by the TIAI, into their teaching practices during a 16-week internship in public elementary and secondary schools. Of particular interest to the current study were TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p.24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24). Chapter Three describes the methodology, the research design, the population, the instrumentation, the data collection procedures, the process for analyzing the data, and a summary of the research methodology. To fulfill the purpose of this study, the following six research questions were answered.

1. What is the initial mean score for TIAI Indicator 6 for teacher interns in K- 12 classroom settings?
2. What is the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?
3. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?

4. What is the initial mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?
5. What is the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?
6. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

Research Design

A descriptive design and a causal comparative design were used in this study. According to Gall, Gall, and Borg (2003), descriptive research involves collecting and analyzing quantitative data to develop a description of a sample's behavior or personal characteristics. A descriptive research design was appropriate for the study because the first, second, fourth, and fifth research questions were designed to collect data that was used to describe the 394 K-12 teacher interns' initial and final scores for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p.24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24).

A causal comparative research design was also employed in the study. According to Gall, et al., (2003), in causal-comparative research, "a variable that is hypothesized to cause an observed difference is called an independent variable. The variable in which the difference is observed is called the dependent variable" (p. 185). In causal comparative research, the dependent variable cannot be manipulated when two or more levels of the independent variable are compared (Gall, et al., 2003).

A causal comparative design was used in this study because it was not possible to manipulate the independent variable related to the third and sixth research questions. The independent variable for both questions was the time of the assessment. The first independent variable was the time when the initial assessment was conducted. The second independent variable was the time when the final assessment was conducted.

Population

The population for the study consisted of 394 K-12 teacher interns from Mississippi State University who completed their internships during the fall of 2009, the spring of 2010, the fall of 2010, and the spring of 2011. Table 2 displays the number of K-12 interns represented in the study by semester.

Table 2 Teacher Interns Represented by Semester

Semester	→	→	→	→	→	→	→	Number of K-12 Teacher Interns
Fall 2009	→	→	→	→	→	→	→	107
Spring 2010	→	→	→	→	→	→	→	124
Fall 2010	→	→	→	→	→	→	→	86
Spring 2011	→	→	→	→	→	→	→	77
Total	→	→	→	→	→	→	→	394

Instrumentation

The data for this study consisted of scores from the Teacher Intern Assessment Instrument (TIAI). The TIAI is a statewide assessment that was created in 2008 by a committee of experts consisting of the Directors of Clinical/Field Based Instruction and Licensure from the following colleges and universities in Mississippi: Alcorn State University, Delta State University, Jackson State University, Millsaps College, Mississippi College, Mississippi State University, Mississippi University for Women,

Mississippi Valley State University, The University of Mississippi, and the University of Southern Mississippi (T. Jayroe, personal communication, December 15, 2010). Raters of the TIAI were university supervisors from Mississippi State University and mentor teachers, to whom the interns were assigned. The OCFBIL (2011) reported the minimum qualifications for individuals who served as university supervisors: (a) a master's degree and (b) at least 3 years of teaching experience. The minimum qualifications for individuals who served as mentor teachers were (a) a master's degree, (b) licensure and/or qualifications for licensure in the area of supervision, and (c) three years of teaching experience (OCFBIL, 2011). The OCFBIL (2011) also reported that each rater was required to participate in professional development provided by its office, which focused on using the TIAI.

The TIAI was first implemented in the fall of 2009. The purpose of the TIAI was to guide the development of teacher interns and to assess their effectiveness in incorporating into their teaching practices the content and theories taught in the teacher education programs (OCFBIL, 2011). The OCFBIL (2011) reported that the rubric for the TIAI includes 34 indicators based on the 10 Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. TIAI Indicators 1 through 9 may be assessed from written lesson plans. TIAI Indicators 1 through 9 focus on Planning and Preparation. TIAI Indicators 10 through 34 are assessed through observation during the evaluations. TIAI Indicators 10 through 15 focus on Communication and Interaction. TIAI Indicators 16 through 23 focus on Teaching for Learning. TIAI Indicators 24 through 34 focus on Management of the Learning Environment. Each TIAI Indicator includes a rubric based on the following four performance levels and number of points:

“Target (9-10 points)”, “Acceptable (6-8 points)”, “Emerging (3-5 points)”, and “Unacceptable (0-2 points)” (OCFBIL, 2011, p. 24).

Of particular interest to the study were the performance levels and number of points provided by the mentor teachers for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p.24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24). For TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful (p.24)" each mentor teacher provided a single score of 0 through 10. A score of 0, 1, or 2 indicated that the teacher intern "did not use knowledge of the students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful" (p. 24). A score of 0, 1, or 2 also indicated the teacher intern's demonstration of TIAI Indicator 6 was "Unacceptable". A score of 3, 4, or 5 indicated the teacher intern "demonstrated some understanding of the students' backgrounds, interests, experiences, and prior knowledge and did not effectively use the information in developing learning experiences that were relevant and meaningful" (p. 24). A score of 3, 4, or 5 also indicated that the intern's demonstration of TIAI Indicator 6 was "Emerging". A score of 6, 7, or 8 indicated that the K-12 teacher intern "demonstrated an understanding of students' background, interests, experiences, and prior knowledge and effectively used that knowledge in developing learning experiences that are relevant and meaningful" (p. 24). A score of 6, 7, or 8 also indicated that the intern's demonstration of TIAI Indicator 6 was "Acceptable". A score of 9 or 10 indicated that the teacher intern "demonstrated a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently

used the knowledge in developing learning experiences that were relevant and meaningful (p. 24)” and that the intern's demonstration for TIAI Indicator 6 was “Target”.

For TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (OCFBIL, 2011, p. 24) each mentor teacher provided a single score of 0 through 10. A score of 0, 1, or 2 indicated that the teacher intern “did not incorporate diversity and multicultural perspectives into lessons taught in K-12 classroom settings” (p. 24). A score of 3, 4, or 5 indicated that the intern's demonstration of TIAI Indicator 8 was “Unacceptable”. A score of 6, 7, or 8 indicated that the teacher intern “ineffectively incorporated diversity into lessons (p. 24)” and that the intern's demonstration of TIAI Indicator 8 was “Emerging”. A score of 9 or 10 indicated that the teacher intern “used aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism into lessons (p. 24)” and that the intern's demonstration of TIAI Indicator 8 was “Target”. In order to successfully complete the internship, each teacher intern had to demonstrate each of the 34 TIAI Indicators by incorporating multicultural content and theory into his or her lesson plans. Over the course of the 16-week internship, each teacher intern was evaluated at least four times by the university supervisor and at least four times by the mentor teacher (OCFBIL, 2011).

According to the OCFBIL (2011), the initial evaluation was conducted during either the second or the third week of the internship. The final evaluation was conducted during the fifteenth week or the sixteenth week of the internship. After meeting with the

teacher intern, the mentor teacher and university supervisor each entered the TIAI scores into Task Stream. During the 16-week internship, the mentor teacher spent time daily with the teacher intern, compared to the university supervisor who was only required to make five visits, one introductory visit and four visits to conduct evaluations. Because the mentor teacher spent more time reading the teacher intern's lesson plans and observing the intern's teaching practices, the researcher only used the scores that were provided by the mentor teachers.

Experts from Mississippi State University's College of Education addressed concerns regarding the reliability and validity of the TIAI. Validity and reliability were not established for the TIAI (T. Jayroe, personal communication, December 15, 2010). Because the current study was based on archived data, because the instrument used to rate the teacher interns had already been used, and because the scores utilized in the study had already been provided, the validity and reliability of the TIAI were not significant to the current study (J. Xu, personal communication, November 15, 2010).

Data Collection Procedures

In order to collect the data necessary for the study, an Institutional Review Board (IRB) Application was submitted for approval to the Mississippi State University Office of Regulatory Compliance and Safety. After approval was granted (see Appendix C), a letter was emailed to Dr. Teresa Jayroe, Director of the Office of Clinical/Field-Based Instruction and Licensure asking for permission to collect the initial and final results for TIAI Indicators 6 and 8 for teacher interns who completed their internships during the spring of 2009, the fall of 2009, the spring of 2010, and the fall of 2010 at Mississippi State University.

Dr. Jayroe granted permission for the data to be released to the researcher. The researcher also wrote a letter to Mrs. Iva Bimi Ballard, a Research Associate II in the Office of the Dean for the College of Education and officially requested an electronic copy of the data. Mrs. Ballard then compiled the data and provided it to the researcher. Names and other personal information about the teacher interns and the mentor teachers were not connected in any way to data for the study. After the researcher obtained the data, the data was kept confidential and stored in a secure environment.

Data Analysis

Six research questions were answered during this study. For the first, second, fourth, and fifth research questions, descriptive statistics were used to analyze and report the initial and final mean scores for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful"(OCFBIL, 2011, p.24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24). According to Gall, et al. (2003), "descriptive research involves the collection and analysis of quantitative data in order to develop a precise description of a sample's behavior or personal characteristics" (p. 180). The third and sixth research questions were answered using paired sample t-tests. According to Gay, Mills, and Airasian (2009), a paired sample t-test is a statistical analysis used to compare two population means in the case of two samples that are correlated. A paired sample t-test is also used in before- and-after studies or when the pairs in the study are matched. The assumptions of using a paired sample t-tests are (a) only the matched pair can be used to perform the test, (b) normal distributions are assumed, and (c) the variance of two samples is equal and cases must be independent of

each other (Gay, et al., 2009). A Cohen's d effect size was calculated to measure the magnitude of the statistically significant differences between the initial and final means for TIAI Indicators 6 and 8. According to Rice and Harris (2005), the Cohen's d effect size is calculated to measure the effect size in standard deviation units. SPSS, Version 18 was used to calculate the initial and final mean scores for TIA Indicators 6 and 8, to conduct a paired sample t-test and to calculate the effect size of the difference in initial and final mean scores.

Summary

The purpose of this study was to determine if 394 Mississippi State University's K-12 teacher interns incorporated into their teaching practices multicultural content and theory, as measured by the TIAI. The TIAI is a statewide teacher intern evaluation instrument. The TIAI was used to guide the development of teacher interns and to assess their effectiveness (OCFBIL, 2011). The 34 TIAI Indicators are based on the INTASC Standards. Only the initial and final scores for TIAI Indicators 6 and 8 were employed for the study. This study utilized a descriptive research design and a causal-comparative research design. A descriptive research design was used to describe the 394 K-12 interns' initial and final scores on TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p.24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24). A causal-comparative research design was used to determine if there was a statistically significant difference between the initial and the final mean scores for TIAI Indicators 6 and 8. The researcher calculated the initial mean score and the final mean scores for TIAI Indicators 6 and 8

and used paired sample t-tests to compare the initial and final mean scores for TIAI Indicators 6 and 8.

Using the Cohen's d formula, the researcher calculated the effect size to determine the magnitude of the effect that the 16-week internship had on the scores provided by the mentor teachers for the 394 K-12 interns' demonstration of TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p.24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24).

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this study was to determine if 394 of Mississippi State University's K-12 teacher interns incorporated into their teaching practices the multicultural content and theory taught in their methods classes. To fulfill the purpose of this study, the initial and final mean scores were examined for TIAI Indicator 6: “Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful” (OCFBIL, 2011, p. 24) and for TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (p. 24). Chapter Four presents the findings for the current research study, which are organized by research questions.

What is the initial mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?

The first research question examined the initial mean score for TIAI Indicator 6: “Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful” (OCFBIL, 2011, p. 24). For TIAI Indicator 6, each mentor teacher provided a single score of 0 through 10. Descriptive statistics were used to answer research question one. The results of this analysis indicated that the initial mean score for TIAI Indicator 6 was 7.27 with a standard deviation of 2.06. These findings indicated that for the initial assessment, the 394 K-12 teacher interns used their students’ background, interests, experiences, and prior

knowledge to make instruction relevant and meaningful. The findings also indicated that overall, the interns' initial demonstration of TIAI Indicator 6 was "Acceptable". Table 3 shows the initial mean score and the standard deviation for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 4).

Table 3 Mean and Standard Deviation for Teacher Interns' Incorporation of Students' Backgrounds, Interests, Experiences, and Prior Knowledge-Initial Assessment

	<i>M</i>	<i>SD</i>
Incorporation of students' backgrounds, interests, experiences, and prior knowledge	7.27	2.06

Further analysis of the data revealed that for the initial assessment, only four or 1% of the 394 K-12 teacher interns represented in the study received a score of 0 for TIAI Indicator 6. No interns received a score of 1 or 2. There were seven teacher interns or 1.8%, who received a score of 3. Forty interns (10.2%) received a score of 4 and 28 interns (7.1%) received a score of 5. These findings indicated that 75 (19.1%) of the K-12 teacher interns represented in the study initially "demonstrated some understanding of the students' backgrounds, interests, experiences, and prior knowledge, but did not effectively use the information to develop learning experiences that were relevant and meaningful"(OCFBIL, 2011, p. 24). There were 30 (7.6%) interns, who received a score of 6. The highest percentage of teacher interns (25.9%, $n=102$) received a score of 7 on TIAI Indicator 6 for the initial assessment. There were 73 (18.5%) interns who received a score of 8. These research findings indicated that at the beginning of the 16-week internship, the majority of the K-12 teacher interns (52%, $n=205$) initially "demonstrated

an understanding of their students' backgrounds, interests, experiences and prior knowledge and effectively used that knowledge in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). Thirty-four or 8.6% of the K-12 teacher interns received a score of 9. Only a small group of interns (19.3%, $n=76$), received a score of 10 for TIAI Indicator 6. Therefore, a total of 27.9% ($n=110$) of the 394 K-12 teacher interns represented in the study, or less than one-third, initially "demonstrated a thorough understanding of their students' background, interests, experiences, and prior knowledge and effectively and consistently used that knowledge in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). Table 4 shows the frequencies and percentages of the initial scores provided by the mentor teachers for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24).

Table 4 Frequencies and Percentages of Scores for Teacher Interns' Incorporation of Students' Backgrounds, Interests, Experiences, and Prior Knowledge-Initial Assessment.

Score	Frequency	Percent
0	4	1.0
1	0	0
2	0	0
3	7	1.8
4	40	10.2
5	28	7.1
6	30	7.6
7	102	25.9
8	73	18.5
9	34	8.6
10	76	19.3
Total	394	100

Each score provided by the evaluators for TIAI Indicator 6 was categorized as either “Unacceptable”, “Emerging”, “Acceptable”, or “Target”. The results revealed that four (1%) teacher interns' overall initial demonstration of TIAI Indicator 6 was classified as “Unacceptable”. Seventy-five (19.1%) of the teacher interns' initial demonstration of TIAI Indicator 6 was categorized as “Emerging”. The teaching practices of 205 (52%) of the interns were initially deemed “Acceptable”. However, only 110 (27.9%) of the teacher interns initially demonstrated teaching practices that were categorized as “Target”. These research findings indicated that for TIAI Indicator 6, for the initial assessment, the teaching practices demonstrated by most of the 394 Mississippi State University K-12 teacher interns were “Acceptable” and less than one-third demonstrated teaching practices that initially met the “Target” goal. Table 5 shows the frequencies and the percentages of scores provided by the mentor teachers for each category for TIAI Indicator 6: "Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24).

Table 5 Frequencies and Percentages of Scores for Teacher Interns’ Incorporation of Students’ Backgrounds, Interests, Experiences, and Prior Knowledge-Initial Assessment.

Score	Frequency	Percent
0	4	1.0
1	0	0
2	0	0
3	7	1.8
4	40	10.2
5	28	7.1
6	30	7.6
7	102	25.9
8	73	18.5
9	34	8.6
10	76	19.3
Total	394	100

Each score provided by the evaluators for TIAI Indicator 6 was categorized as either “Unacceptable”, “Emerging”, “Acceptable”, or “Target”. The results revealed that four (1%) teacher interns' initial demonstration of TIAI Indicator 6 was classified as “Unacceptable”. Seventy-five (19.1%) of the teacher interns' initial demonstration of TIAI Indicator 6 was categorized as “Emerging”. The teaching practices of 205 (52%) of the interns were initially deemed “Acceptable”. However, only 110 (27.9%) of the teacher interns initially demonstrated teaching practices that were categorized as “Target”. These research findings indicated that for TIAI Indicator 6, for the initial assessment, the teaching practices demonstrated by most of the 394 Mississippi State University K-12 teacher interns were “Acceptable” and less than one-third demonstrated teaching practices that initially met the “Target” goal. Table 6 shows the frequencies and the percentages of each category provided by the mentor teachers for each category for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24).

Table 6 Frequencies and Percentages of Each Category for Teacher Interns' Incorporation of Students' Backgrounds, Interests, Experiences, and Prior Knowledge-Initial Assessment

Category	Frequency	Percent
Unacceptable	4	1
Emerging	75	19.1
Acceptable	205	52
Target	110	27.9
Total	394	100

What is the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?

The second research question examined the final mean score for TIAI Indicator 6:

“Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful” (OCFBIL, 2011, p. 24). To answer research question two, the final scores for TIAI Indicator 6 for the 394 K-12 teacher interns were analyzed using descriptive statistics. The results of this analysis indicated that the final mean score for TIAI Indicator 6 was 8.89 with a standard deviation of 1.42. The final mean score of 8.89 indicated that the 394 K-12 teacher interns' final overall demonstration of TIAI Indicator 6 was "Acceptable". Therefore, by the end of the 16-week internship, the 394 K-12 teacher interns had collectively "demonstrated an understanding of their students’ background, interests, experiences, and prior knowledge and had effectively used that knowledge in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). Table 7 shows the final mean score and standard deviation for TIAI Indicator 6: "Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 4).

Table 7 Mean and Standard Deviation for Teacher Interns’ Incorporation of Students’ Backgrounds, Interest s, Experiences, and Prior Knowledge-Final Assessment

	<i>M</i>	<i>SD</i>
Incorporation of students' <u>backgrounds, interests experiences, and prior knowledge</u>	8.89	1.14

For the final assessment, none of the 394 K-12 teacher interns represented in the study received a score of 1, 2, or 3 for TIAI Indicator 6. There were a sizable number of interns (3.6%, $n=14$) who received a score of either 3 (.5%, $n=3$), 4 (.8%, $n=3$), or 5 (2.3%, $n=9$). These results indicated that by the end of the internship, 29 (7.2%) interns "demonstrated some understanding of the students' backgrounds, interests, experiences, and prior knowledge but had not effectively used that information in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). A sizable number of teacher interns (28.6%, $n = 113$) received either a 6 (2%, $n=8$), a 7 (11.4%, $n=45$), or an 8 (15.2%, $n = 60$). These results indicated that by the end of the internship, 113 interns had "demonstrated an understanding of their students' background, interests, experiences, and prior knowledge and had effectively used that knowledge in developing learning experiences that were relevant and meaningful," (OCFBIL, 2011, p. 24). There were 74 interns or 18.8% who received a score of 9. The greatest percentage of the interns represented in the study (49%, $n =193$) received a score of 10. Therefore, by the end of the 16-week internship, the majority of the 394 K-12 teacher interns (67.8%, $n=267$) had "demonstrated a thorough understanding of their students' backgrounds, interests, experiences and prior knowledge and had effectively and consistently used that knowledge in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). Table 8 shows the frequencies and the percentages of the final scores provided by the mentor teachers for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful"(OCFBIL, 2011, p. 4).

Table 8 Frequencies and Percentages of Scores for Teacher Interns' Incorporation of Students' Backgrounds, Interests, Experiences, and Prior Knowledge- Final Assessment

Score	Frequency	Percent
0	0	0
1	0	0
2	0	0
3	2	.5
4	3	.8
5	9	2.3
6	8	2.0
7	45	11.4
8	60	15.2
9	74	18.8
10	193	49.0
Total	394	100

For the final assessment, none of the teacher interns demonstrated teaching practices that were “Unacceptable”. The teaching practices of only 14 (3.6%) of the teacher interns’ were categorized as “Emerging”. The teaching performances of 113 (28.6%) interns were considered “Acceptable”. Most of the K-12 interns’ (67.8%, $n=267$) teaching practices were considered “Target”. Table 8 shows the frequencies and the percentages of the final scores provided by the mentor teachers by category for TIAI Indicator 6: “Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful” (OCFBIL, 2011, p. 4).

Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?

The third research question examined if a significantly statistical difference existed between the initial mean score and the final mean score for TIAI Indicator 6: "Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful"(OCFBIL, 2011, p. 24). To answer

research question three, a paired sample t-test was conducted. The results of the paired sample t-test indicated the mean score for TIAI Indicator 6 increased from 7.27 ($sd = 2.06$) on the initial assessment to 8.89 ($sd = 1.41$) on the final assessment. The difference between the initial mean score and the final mean score for TIAI Indicator 6 was 1.62 points. The results also indicated that the difference between the two mean scores was statistically significant at a .05 alpha level ($t=16.55$, $df=393$). Moreover, the initial mean score ($M=7.27$, $SD = 2.06$) was significantly lower than the final mean score ($M=8.89$, $SD = 1.41$).

To further explain the statistically significant difference between the initial mean score and the final mean score for TIAI Indicator 6, a Cohen's d effect size was calculated. The effect size for the difference between the initial and the final mean scores for TIAI Indicator 6 was .93 (Cohen's $d < .80$). According to Wuensch (2011), an effect size of .8 or greater indicates a large effect. Therefore, it appears that the 16-week internship had a large effect on the final scores provided by the mentor teachers for TIAI Indicator 6. Moreover, it appears that the 16-week internship had a large effect on the 394 K-12 teacher interns' ability to incorporate into their teaching practices, students' backgrounds, interests, and prior knowledge. Table 9 shows the mean difference, the standard deviation, the t statistic, the degrees of freedom, and the Cohen's d effect size for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 4).

Table 9 Paired Sample T-test for Comparison of Initial and Final Scores for Teacher Interns' Incorporation of Students' Backgrounds, Interests, and Prior Knowledge

	<i>M Difference</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>Cohen's d</i>	<i>p</i>
Incorporation of students' backgrounds, interests, and prior knowledge	-1.617	1.939	-16.55	393	.93	0.00*

*p< .05

What is the initial mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

The fourth research question examined the initial mean score for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). For TIAI Indicator 8, each mentor teacher provided a single score of 0 through 10. To answer the fourth research question, the initial mean score for TIAI Indicator 8 was analyzed using descriptive statistics. The results of the analysis indicated that the initial mean score for Indicator 8 was 6.93 with a standard deviation of 2.48. These results also indicated that for the initial assessment, the 394 K-12 teacher interns represented in the study incorporated diversity and multicultural perspectives into the lessons they taught in elementary and secondary public school classrooms. Table 10 shows the initial mean score and standard deviation for Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 4).

Table 10 Mean and Standard Deviation for Teacher Interns' Incorporation of Diversity and Multicultural Perspectives- Initial Assessment

	<i>M</i>	<i>SD</i>
Incorporation of diversity and multicultural perspectives	6.93	2.48

Further analysis of the data indicated that a small percentage (5.33%, $n=21$) of the 394 teacher interns represented in the study initially earned a score of 0 and therefore “did not initially incorporate diversity, including multicultural perspectives” (OCFBIL, 2011, p. 24) into their teaching practices. For the initial assessment, no interns received a score of 1 or 2 on TIAI Indicator 8. There were 1.52% ($n=6$) of the teacher interns who received a score of 3. There were 8.63% ($n=34$) of the interns who received a score of 4 and 8.9% ($n=35$) who received a score of 5. These findings indicated that at the beginning of their internships, 19% ($n=75$) of the interns represented in the study “ineffectively incorporated diversity, including multicultural perspectives” , 2011, p. 24) into their teaching practices. Additionally, 7.6% ($n=30$) of the interns received an initial score of 6 for TIAI Indicator 8. Most of the K-12 teacher interns (24.9%, $n = 98$) initially received a score of 7, which was the score most frequently provided by the mentor teachers. There were 16.8% ($n=66$) of the 394 K-12 interns who received a score of 8. These findings indicated that the majority, 49.3% ($n=194$), of the teacher interns initially "incorporated diversity, including multicultural perspectives (OCFBIL, 2011, p. 24)", into their teaching practices. However, only 8.6% ($n=34$) of the teacher interns received a score of 9 and only 17.8% ($n=70$) received a score of 10. This data indicated that 26.4% ($n=103$) of the 394 K-12 teacher interns represented in the study initially "used aspects of the world and the class make-up to purposefully and effectively incorporate diversity and multiculturalism into their lessons" (OCFBIL, 2011, p. 24). Table 11 shows the frequencies and the percentages of each score provided by the mentor teachers for the initial assessment for TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24).

Table 11 Frequencies and Percentages of Scores for Teacher Interns' Incorporation of Diversity and Multicultural Expectations-Initial Assessment

Score	Frequency	Percent
0	21	5.3
1	0	0
2	0	0
3	6	1.5
4	34	8.6
5	35	8.9
6	30	7.6
7	98	24.9
8	66	16.8
9	34	8.6
10	70	17.8
Total	394	100

Each score provided by the mentor teachers for Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (OCFBIL, 2011, p. 24) was categorized as either “Unacceptable”, “Emerging”, “Acceptable” or “Target”. An examination of the initial data for TIAI Indicator 8 indicated that of the 394 K-12 teacher interns represented in the study, the teaching practices of 21 (5.3%) interns were initially deemed “Unacceptable”. There were 75 (19%) teacher interns whose teaching practices were considered “Emerging”. The teaching practices of most (49.3%, $n=194$) of the interns were initially categorized as “Acceptable”. A lower percentage (26.4%, $n= 104$) of the interns' teaching practices were categorized as “Target”. Table 12 shows the frequencies and the percentages for each category of scores initially provided by the mentor teachers for Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24).

Table 12 Frequencies and Percentages of Each Category for Teacher Interns' Incorporation of Diversity and Multicultural Perspectives-Initial Assessment

Category	Frequency	Percent
Unacceptable	21	5.3
Emerging	75	19.
Acceptable	194	49.3
Target	104	26.4
Total	394	100

What is the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

The fifth research question examined the final mean score for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). Descriptive statistics were used to answer the fifth research question. The results of this analysis indicated that the final mean score for TIAI Indicator 8 was 8.96 with a standard deviation of 1.43. These findings indicated that by the end of the 16-week internship, the 394 K-12 interns had incorporated diversity, including multicultural perspectives into their teaching practices. The findings also indicated that the interns' overall final demonstration of TIAI Indicator 8 was "Target". Table 13 shows the mean and the standard deviation for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 4).

Table 13 Mean and Standard Deviation for Teacher Interns' Incorporation of Diversity and Multicultural Perspectives- Final Assessment

	<i>M</i>	<i>SD</i>
<u>Incorporation of diversity and multicultural perspectives</u>	8.96	1.43

The fifth research question examined the final mean score for TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (OCFBIL, 2011, p. 24). Descriptive statistics were used to answer the fifth research question. The results of this analysis indicated that the final mean score for TIAI Indicator 8 was 8.96 with a standard deviation of 1.43. These findings indicated that by the end of the 16-week internship, the 394 K-12 interns had incorporated diversity, including multicultural perspectives into their teaching practices. The findings also indicated that the interns' overall final demonstration of TIAI Indicator 8 was "Target". Table 14 shows the mean and the frequency and percentage of each score provided by the mentor teachers for TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons”(OCFBIL, 2011, p. 24).

Table 14 Frequencies and Percentages of Scores for Teacher Interns' Incorporation of Diversity and Multicultural Perspectives-Final Assessment

Score	Frequency.	Percent
0	1	.3
1	0	0
2	0	0
3	3	.8
4	4	1.0
5	4	1.0
6	5	1.3
7	39	9.9
8	55	14.0
9	87	22.1
10	195	49.5
Total	394	100

By the end of the 16-week internship, the teaching practices of one intern remained "Unacceptable". Also by the end of the internship, only 2.8% ($n=11$) of the

interns' teaching practices were categorized as "Emerging". There were 25.2% ($n=99$) of the teacher interns whose teaching practices were still considered "Acceptable". For the final assessment, the greatest percentage (71.9%, $n=283$) of the interns demonstrated teaching practices that were considered Target" for TIAI Indicator 8. Table 15 shows the frequencies and percentages for each category of scores provided by the mentor teachers for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24).

Table 15 Frequencies and Percentages of Each Category for Teacher Interns' Incorporation of Diversity and Multicultural Perspectives-Final Assessment

Category	Frequency	Percent
Unacceptable	1	.3
Emerging	11	2.8
Acceptable	99	25.2
Target	283	71.9
Total	394	100

Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

The sixth research question examined if there was a statistically significant difference between the initial mean score and the final mean score for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). A paired-sample t-test was used to answer the sixth research question. The observed mean difference between the initial mean score ($M = 6.93$, $SD = 2.48$) and the final mean score ($M=8.93$, $SD = 1.43$) for TIAI Indicator 8 was $M= 2.034$. These results indicated that there was a statistically significant difference between the initial mean score and the final mean score, $t(393) = -17.33$, $p = 0.00$. The difference between the initial and the final mean scores for TIAI Indicator 8 was 2.03 points. These findings

indicated that the 394 K-12 teacher interns represented in the study scored significantly lower at the beginning of the 16-week internships than they did at the end of the internship on TIAI Indicator 8. To further analyze the difference in the initial mean score and the final mean score for TIAI Indicator 8, a Cohen's d effect size was calculated. The Cohen's d effect size was 1.10 (Cohen's $d < .80$). According to Wuensch (2011), a Cohen's d effect size of 1.10 indicates a large affect. Therefore, it appears that the 16-week internship had a large effect on the final scores provided by the mentor teachers for TIAI Indicator 8. Moreover, it appears that the 16-week internship had a large affect on the 394 K-12 teacher interns' ability to incorporate into their teaching practices, diversity and multicultural perspectives. Table 16 shows the mean difference, standard deviation, the t statistic, the degrees of freedom and the effect size for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24).

Table 16 Paired Sample T-test for Comparison of the Initial and Final Mean Scores for Teacher Interns' Incorporation of Diversity and Multicultural Perspectives

	<i>M Difference</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Cohen's d</i>	<i>p</i>
Incorporation of diversity and multicultural perspectives	-2.03	2.33	-17.33	393	1.10	0.00*

* $p < .05$

Summary

Chapter Four presented the results of the data analyses used to answer the six research questions that guided this study. The first, second, and third research questions were answered by analyzing the scores provided by the mentor teachers for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior

knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24). The fourth, fifth, and sixth research questions were answered by analyzing the scores provided by the mentor teachers for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24).

For research question one, the initial mean score was 7.27 with a standard deviation of 2.06. The findings for research question one indicated that the interns' initial demonstration was "Acceptable" for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful"(OCFBIL, 2011, p. 24). For the initial assessment, the minimum score provided by the mentor teachers for TIAI Indicator 6 was 0 and the maximum score provided by the mentor teacher for TIAI Indicator 6 was 10.

For research question two, the final mean score was 8.89 with a standard deviation of 1.14. The findings for research question two indicated that the interns' final demonstration of TIAI Indicator 6 was also "Acceptable". For the final assessment, the minimum score provided by the mentor teachers for TIAI Indicator 6 was 3 and the maximum score provided by the mentor teachers for TIAI Indicator 6 was 10.

For research question three, there was a statistically significant difference between the initial mean score and the final mean score for TIAI Indicator 6. The Cohen's d effect size for research question three indicated that the 16-week internship had a large effect on the scores provided by the mentor teachers for the 394 teacher interns' demonstration of TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24). Moreover, the large effect size indicated that the 16-week internship had a large effect on the teacher interns' incorporation into their teaching

practices, the multicultural content and theory taught in the methods classes of Mississippi State University's teacher education program.

For research question four, the initial mean score for Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24) was 6.93 with a standard deviation of 2.48. These findings indicated that for the final assessment, the interns' overall initial demonstration of Indicator 8 was "Acceptable". For the initial assessment, the minimum score provided by the mentor teachers for Indicator 8 was 0 and the maximum score provided by the mentor teachers was 10.

For research question five, the final mean score was 8.96 with a standard deviation of 1.43. The final mean score for research question five indicated that the interns' final demonstration of TIAI Indicator 8 was "Acceptable". For the final assessment, the minimum score provided by the mentor teachers for TIAI Indicator 8 was 1 and the maximum score provided by the mentor teachers was 10.

For research question six, the final mean score for TIAI Indicator 8 was statistically significantly different from the initial mean score. The Cohen's d effect size indicated that the 16-week internship had a large effect on the scores provided by the mentor teachers for the interns' incorporation of diversity and multicultural perspectives. Moreover, it appears that the 16-week internship had a large effect of the interns overall incorporation of the multicultural content and theory taught in Mississippi State University's methods courses of the teacher education program into their teaching practices.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the current research study was to determine if 394 K-12 teacher interns from Mississippi State University incorporated into their teaching practices the multicultural content and theory taught in their methods classes. To fulfill the purpose of this study, the initial and final mean scores for two TIAI Indicators were examined: TIAI Indicator 6: “Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful” (OCFBIL, 2011, p. 24) and TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (OCFBIL, 2011, p. 24). The scores examined in the study were provided by the mentor teachers who evaluated the interns’ lesson plans and teaching practices. Chapter Five provides a summary of the study, the discussions of the findings, the conclusions, general recommendations, and recommendations for further study.

Summary of the Study

Hispanic, African-American, American Indian/Alaska Native, and Asian/Pacific Islander students currently make up 45% of the K-12 student population. However, White, middle-class, monolingual females represent the majority of the K-12 teacher workforce at 83% (NCES, 2010). Educational researchers theorized that the cultural differences between most K-12 teachers and most K-12 racially, socioeconomically, and linguistically diverse students is a major cause of the academic achievement gap (Banks, 2005; Kunjufu, 2002; Ladson-Billings, 2005; Nieto, 2004; Payne, 2003). Educational

researchers also theorized that if teachers incorporated multicultural content and theory into their teaching practices, the academic achievement gap would decrease (Banks, 2005; Cruz-Janzen & Taylor, 2004; Kunjufu, 2002; Ladson-Billings, 2005; Nieto, 2004; Payne, 2003). Consistent with this theory is the curriculum of Mississippi State University's teacher education program, which provides numerous opportunities for its pre-service teachers to acquire multicultural content and theoretical knowledge and extensive opportunities for its K-12 teacher interns to apply that knowledge in K-12 public school classrooms. The following research questions were answered to determine if the 394 K-12 interns, represented in the current study incorporated into their teaching practices the multicultural content and theory taught in the methods courses of Mississippi State University's teacher education program:

1. What is the initial mean score for TIAI Indicator 6 for teacher interns in K- 12 classroom settings?
2. What is the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?
3. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 6 for teacher interns in K-12 classroom settings?
4. What is the initial mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?
5. What is the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

6. Is there a statistically significant difference in the initial mean score and the final mean score for TIAI Indicator 8 for teacher interns in K-12 classroom settings?

For research question one, descriptive statistics were used to examine the initial mean score for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24). The results indicated that for the initial assessment, the interns' "demonstrated an understanding of their students' background, interests, experiences, and prior knowledge and effectively used that knowledge in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). The results from research question one also indicated that the interns' demonstration of TIAI Indicator 6 was rated "Acceptable" by the mentor teachers, who provided the scores for the current study.

For research question two, descriptive statistics were used to examine the final mean scores for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24). The results of the analyses indicated that for the final assessment, the interns' "demonstrated an understanding of their students' background, interests, experiences, and prior knowledge and effectively used that knowledge in developing learning experiences that were relevant and meaningful" (OCFBIL, 2011, p. 24). The results from research question two also indicated that the interns' final demonstration of TIAI Indicator 6 was rated "Acceptable" by the mentor teachers.

For research question three, a causal comparative design was used. A dependent sample t-test was used to determine if a statistically significant difference existed between the initial and final mean scores for TIAI Indicator 6. The results indicated that

there was a statistically significant difference between the initial and final mean scores for TIAI Indicator 6. The results also indicated that for TIAI Indicator 6, the final mean score was significantly higher than the initial mean score. The Cohen's d effect size indicated that the 16-week internship had a large effect on the scores provided by the mentor teachers for the 394 K-12 interns' incorporation into their teaching practices, students' backgrounds, interests, and prior knowledge.

For research question four, descriptive statistics were used to examine the initial mean score for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). The results for research question four indicated that the interns' initially "incorporated into their teaching practices diversity and multicultural perspectives" (OCFBIL, 2011, p. 24). The results from research question four also indicated that the interns' initial demonstration of TIAI Indicator 8 was rated "Acceptable" by the mentor teachers.

For research question five, descriptive statistics were used to examine the final mean score for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). The results of the analyses for the fifth research question indicated that for the final assessment, the interns' "incorporated diversity and multicultural perspectives into their teaching practices" (OCFBIL, 2011, p. 24). The results from research question two also indicated that the interns' final demonstration of TIAI Indicator 8 was rated "Acceptable" by the mentor teachers.

For research question six, a causal comparative design was used. A dependent sample t-test was used to determine if a statistically significant difference existed between the initial and final mean scores for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). The results

indicated that there was a statistically significant difference between the initial and final mean scores for TIAI Indicator 8. The results also indicated that the final mean score for TIAI Indicator 8 was significantly higher than the initial mean score for TIAI Indicator 8. The Cohen's d effect size indicated that the 16-week internship had a large effect on the scores provided by the mentor teachers for the 394 K-12 interns' incorporation of diversity and multicultural perspectives into their teaching practices.

Discussion of Findings

This study examined the initial and final mean scores for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). The mentor teachers who guided the 394 K-12 teacher interns during their 16-week internships in K-12 classroom settings provided the data examined for the current research study. The initial and final mean scores for TIAI Indicators 6 and 8 were examined to determine if the interns incorporated into their teaching practices, the multicultural content and theory taught in the methods classes of Mississippi State University's teacher education program. The findings from the current research study were the basis for the conclusions.

Research questions one and four focused on the initial mean scores for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). Findings for research question one revealed that the

initial mean score for the interns' incorporation of students' backgrounds, interests, and prior knowledge was 7.27. The teacher interns' overall initial rating of 7.27 for Indicator 6 was "Acceptable". Findings for research question four indicated that the initial mean score for the interns' incorporation of diversity and multicultural perspectives was 6.93, which was "Acceptable".

The findings for research questions one and four were consistent with the findings from research studies conducted by Ebbeck and Baohm (1999), Gayle-Evans (2004), Grant and Koskela (1986), and Huang (2002), who found that beginning interns do not always fully incorporate information about their racially, socioeconomically, and linguistically diverse students' backgrounds into the lessons they teach. Gayle-Evans (2004) also recommended that mentor teachers (a) increase modeling techniques, which help teacher interns discover how to transfer multicultural content and theory into their teaching practices, (b) increase pre-service teachers' opportunities to practice the incorporation of culturally responsive teaching, and (c) frequently dialogue with teacher interns about tension and discomfort they may experience while addressing some multicultural content.

By the time of the final assessment, the 394 teacher interns had increased opportunities to apply, to test, and to reflect on the strategies they used over the 16-week internship. Also by weeks 15 and 16 of the internship, the interns had received extensive guidance and feedback from their mentor teachers and university supervisors, which could have helped them to improve their incorporation of the multicultural content and theory taught in their methods classes into their teaching practices. The findings for research questions two and five indicated that by the 15th and 16th week of the internship, the 394 K-12 interns had increased their incorporation of multicultural content

and theory into their teaching practices. Specifically, the teacher interns improved their incorporation of students' backgrounds, interests, and prior knowledge as well as their incorporation of diversity and multicultural perspectives into their teaching practices. However, over the 16-week internship, the interns' incorporation of the multicultural content and theory taught in their methods class remained "Acceptable" and did not increase to a "Target" rating. This finding indicated the need for further improvement of the interns' incorporation of students' backgrounds, interests, and prior knowledge and for their incorporation of diversity and multicultural perspectives into their teaching practices.

The findings for research questions two and five were also consistent with the research studies conducted by Ebbeck and Baohm (1999), Huang (2002), Gayle-Evans (2004), and Grant and Koskela (1986), who found that beginning interns do not always fully incorporate information about their racially, socioeconomically, and linguistically diverse students' backgrounds into the lessons they teach. The findings for research questions two and five were also consistent with the findings from the research study by Ingersoll and Kralik (2004), who asserted that the feedback teacher interns receive from mentor teachers during their field experiences increases interns' (a) knowledge about their students' culturally diverse backgrounds, (b) ability to construct lesson plans that include multicultural activities, (c) ability to modify learning opportunities which accommodate culturally diverse learners, and (d) effectiveness in developing procedures and routines that integrate students' preferences for learning content.

Research questions three and six focused on the differences between the initial and final mean scores for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and

meaningful” (OCFBIL, 2011, p. 24) and TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (OCFBIL, 2011, p. 24). The findings for research questions three and six indicated a statistically significant difference between the initial and final mean scores for both TIAI Indicators 6 and 8. For TIAI Indicator 6, the interns’ incorporation of students’ backgrounds, interests, and prior knowledge, the effect size was .93. For TIAI Indicator 8, the interns’ incorporation of diversity and multicultural perspectives, the effect size was 1.10. According to Wuensch (2011), an effect size of .8 or greater indicates a large effect. Therefore, the 16-week internship had a large effect on the scores, provided by the mentor teachers, for TIAI 6 and 8. Based on the large effect sizes, it appeared that the 16-week internship had a large effect on the interns' incorporation of students’ backgrounds, interests, and prior knowledge and for their incorporation of diversity and multicultural perspectives into their teaching practices.

The findings for research questions three and six were consistent with the literature reported by Kin King (2004), Matthews (1994), and Shapiro et al. (2002). Kin King (2004) investigated pre-service teachers’ incorporation of multiculturalism content into their lessons during their internships. Kin King (2004) reported that the internship had a large effect on the pre-service teachers’ incorporation of multicultural content into their teaching practices. Matthews (1994) and Shapiro et al., (2002) asserted that good clinical experiences are associated with effective teaching. Matthews (1994) and Shapiro et al., (2002) also agreed that (a) feedback provided to K-12 teacher interns during their internships influences teacher interns' competence and their teaching practices; (b) the internship helps interns to become more comfortable with the teaching process; and (c)

the internship helps teacher interns to incorporate more of their learning into their teaching practices once they enter the classroom as professionals.

Conclusions

According to the OCFBIL (2011), the 16-week teacher internship is one of the most significant parts of Mississippi State University's teacher education program. First, the internship is important because it provides teacher interns with numerous opportunities to "apply and test the principles, theories, and methods learned in the teacher education program" (OCFBIL, 2011, p. 24). The internship also provides teacher interns with opportunities to gain a deeper understanding of how they can more effectively accommodate the academic learning needs of their K-12 racially, socioeconomically, and linguistically diverse students (OCFBIL, 2011). The purpose of this research study was to determine if 394 of Mississippi State University's K-12 teacher interns incorporated into their teaching practices the multicultural content and theory taught in the methods classes of the teacher education program.

The results of the current study yielded four major findings. One major finding was that at the beginning of the 16-week internship, the 394 teacher interns' overall incorporation of students' backgrounds, interests, and prior knowledge and their incorporation of diversity and multicultural perspectives into their teaching practices were rated "Acceptable" by the mentor teachers, who provided the scores for the study. Another major finding was that by the end of the 16-week internship, the 394 teacher interns' overall incorporation of students' backgrounds, interests, and prior knowledge and their incorporation of diversity and multicultural perspectives remained "Acceptable". The third major finding from the current research study indicated that over

the 16-week internship, the 394 K-12 interns significantly improved their incorporation of overall incorporation of students' backgrounds, interests, and prior knowledge and their incorporation of diversity and multicultural perspectives. Finally, based on the Cohen's d effect sizes, the 16-week internship had a large effect on the 394 K-12 teacher interns' overall performance on TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24) and TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). As a result of these findings, several conclusions were reached.

Research question one focused on the 394 K-12 teacher intern's initial incorporation of students' backgrounds, interests, and prior knowledge into their teaching practices. For research question, the initial mean score was 7.27. The mean score of 7.27 for the interns' initial incorporation of students' backgrounds, interests, and prior knowledge into their teaching practices was rated "Acceptable" by the mentor teachers who provided the scores for the study.

Research question four focused on the interns' initial incorporation of diversity and multicultural perspectives into their teaching practices. Findings from the third research question indicated a mean score of 6.93. A mean score of 6.93 indicated that overall, the interns' initial incorporation of diversity and multicultural perspectives into their teaching practices was also rated "Acceptable" by the mentor teachers. Based upon these findings from research questions one and three, the following conclusion was made: Conclusion 1: The scores provided by the mentor teachers for the initial assessment for TIAI Indicator 6: "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24)

and for TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons” (p. 24), indicated that the 394 K-12 interns represented in the study initially incorporated into their teaching practices the multicultural content and theory taught in the methods class of Mississippi State University’s teacher education program with an overall rating of "Acceptable".

Research questions two focused on the interns’ incorporation of students’ backgrounds, interests, and prior knowledge into their teaching practices at the end of the 16-week internship. For research question two, the final mean score for the interns’ incorporation of students’ backgrounds, interests, and prior knowledge was 8.89. A score of 8.89 indicated that at the end of the 16-week internship, the interns’ overall incorporation of students’ backgrounds, interests, and prior knowledge into their teaching practices was rated “Acceptable”. Research question five focused on the interns’ incorporation of diversity and multicultural perspectives at the end of the internship. For research question five, the final mean score was 8.96. A score of 8.96 indicated that by the end of the 16-week internship, the 394 K-12 teacher interns overall incorporation of diversity and multicultural perspectives into their lessons was rated “Acceptable”. The following conclusion was made based on these findings: Conclusion 2: The scores provided by the mentor teachers for the final assessment for TIAI Indicator 6: “Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful” (OCFBIL, 2011, p. 24) and for TIAI Indicator 8: “Incorporates diversity, including multicultural perspectives into lessons (p. 24)", indicated that by the end of the 16-week internship, the 394 K-12 interns improved their incorporation of the multicultural content and theory taught in the methods class of

Mississippi State University's teacher education program with an overall rating of "Acceptable".

Research questions three focused on the difference between the initial and final mean scores for the interns' incorporation into their teaching practices students' backgrounds, interests, and prior knowledge and for their incorporation of diversity and multicultural perspectives. For research question three, results from the t-test indicated a statistically significant difference in the initial and final mean scores for Indicator 6 "Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24).

Research question six focused on the difference between the initial and final mean scores for the interns' incorporation of diversity and multicultural perspectives. For research question six, results from the t-test indicated a statistically significant difference in the initial and final mean scores for Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (OCFBIL, 2011, p. 24). The t-test results for research question six indicated a statistically significant difference between the initial and final mean scores for the interns' incorporation of diversity and multicultural perspectives. The Cohen's d effect size for research question three was .93. For research question six, the Cohen's d effect size was 1.10. For both research questions, three and six, the Cohen's d statistics indicated a large effect size. Based on the large effect sizes, it appeared that the 16-week internship and a large effect on the scores provided or TIAI Indicators 6 and 8 by the mentor teachers. Based on these findings, the following conclusion was made: Conclusion 3: It appeared that the experiences gained by the 394 interns during the 16-week internship had a large effect on their incorporation of

students' backgrounds, experiences, and prior knowledge as well as their incorporation of diversity and multicultural perspectives into their teaching practices.

General Recommendations

Several general recommendations were made based on the findings from the current research study. First, a factor to consider when examining the teacher intern's incorporation of multicultural content and theory during the 16-week internship is that their teaching practices remained "Acceptable". Even with 15 to 16-weeks of guidance and support from their mentor teachers and university supervisors, the interns' ratings remained "Acceptable" for both TIAI Indicator 6: "Uses knowledge of to make instructions relevant and meaningful" (OCFBIL, 2011, p. 24) and for TIAI Indicator 8: "Incorporates diversity, including multicultural perspectives into lessons" (p. 24).

Because the interns' incorporation of multicultural content and theory into their teaching practices did not reach the "Target" rating, mentor teachers should increase the number of conferences held with interns, focusing on incorporating into their teaching practices students' backgrounds, interests, experiences, and prior knowledge as well as diversity and multicultural perspectives. Mentor teachers may also want to provide additional support through scaffolding, which is to initially provide full support to the intern and then slowly diminish that support until the intern is able to fully incorporate multicultural content and theory independently(Chang, Sung, & Chen, 2002). Professors and instructors, who teach the methods classes within Mississippi State University's teacher education program, should also increase the number of assignments requiring pre-service teachers to plan and demonstrate the incorporation of students' backgrounds, interests, and prior knowledge and diversity and multicultural perspectives into their teaching

practices. The fact that the teacher interns' rating remained "Acceptable" from the beginning to the end of the internship may also be indication that some mentor teachers' may have difficulty communicating to teacher interns how to fully incorporate students' backgrounds, interests, and prior knowledge and diversity and multicultural perspectives into their teaching practices. Therefore, the OCFBIL should increase the number of professional development sessions focusing on the incorporation of multicultural content and theory into teaching practices.

Recommendations for Further Research

Based on the findings from the current study, several research recommendations were offered. First, there remains a gap in the literature, which focuses on the correlation between student achievement and the incorporation of multicultural content and theory. Therefore, future researchers should conduct empirical studies to determine whether there is a correlation between student achievement and the incorporation of multicultural content and theory into school curricula.

Second, this study involved 394 K-12 teacher interns only from Mississippi State University. To gain further insight into K-12 teacher interns' incorporation of multicultural content and theory, future researchers who wish to replicate this current study should increase the population to include teacher interns from other institutions of higher learning from throughout the state of and from throughout the country. The current study utilized only quantitative data, which were the initial and final mean scores for TIAI Indicators 6 and 8. The increase in the final mean scores for TIAI Indicators 6 and 8 indicated that over the 16-week internship, the 394 teacher interns did show anticipated growth. However, researchers, who wish to replicate the current study,

should include qualitative data such as interviews and classroom observations, as such variables may lead to a deeper understanding of how interns demonstrate their incorporation of multicultural content and theory into the lessons they teach. To strengthen the validity of the results from the study, future researchers should set limitations by (a) choosing the location of the schools where the interns completed their internships, (b) conducting the study using classrooms with similar student demographics of the classrooms, and (c) ensuring that mentor teachers have a parallel understanding of how multicultural content and theory should be incorporated into lessons. The team of experts should also revise the current rating scale for the TIAI so that the intervals are equal and so that the rubric provides more specific details to indicate what is considered "Unacceptable", "Emerging", "Acceptable", and "Target". Finally, as the TIAI is being revised, the committee of experts should establish validity and reliability for the TIAI.

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APPENDIX A
MISSISSIPPI STATE UNIVERSITY'S TEACHER EDUCATION PROGRAM'S
REQUIRED CLINICAL AND FIELD-BASED EXPERIENCES
BY PROGRAM

Program	Early Field Experiences	Minimum Hours in Field	Clinical Practice (Teaching Internship)	Minimum Hours in Field	Total Number of Hours
Elementary Education	RDG 3113: Early Literacy Instruction I RDG 3123: Early Literacy Instruction II RDG 3123: Early Childhood Education RDG 3413: Middle Level Literacy I RDG 3423: Middle Level Literacy II EDE 3223: Middle Level Education Elementary Block: EDE 4113: Teaching Elementary and Middle Level Science EDE 4143: Teaching Elementary and Middle Level Mathematics EDE 4143: Teaching Elementary and Middle Level Social Studies RDG 4133: Integrating Language Arts Instruction in the Content Areas	10 10 10 10 12 158	EDS 4886-Teaching Internship-16-weeks Full-time experience in two consecutive 8-weeks placement in different settings (K-4 and 4-8)	600	820
Secondary Education (English, speech, Foreign Language, Math, Social Studies, Biology, Chemistry, Physics)	EDS 3411: Practicum in Secondary Education EDS 4673: Methods of Teaching EDS 4633: Methods of Teaching EDS 4643: Methods of Teaching EDS 3411: Methods of Teaching Science	20 50	EDS 4886 and 4890-16-weeks Full-time experience in Two consecutive 8-week placements in different settings (7-12) or one placement in different settings (K-6 and 7-12)	600	607
Special Education	EDX 4113: Diagnostic-Prescriptive Methods and Materials for Early Childhood Disabled EDX 4123: Diagnostic-Prescriptive Methods and Materials for Elementary Age Disabled EDS 4133: Diagnostic-Prescriptive Methods and Materials for Secondary Age Disabled-95 hrs.	80 78 78	EDX 4887 and 4898 Teaching Internship-16-weeks Full-time experience on two consecutive 8-week placements in different settings (K-6 and 7-12)	600	846

APPENDIX B
EXCEPT FROM THE TEACHER INTERN ASSESSMENT INSTRUMENT

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

8. Incorporates diversity, including multicultural perspectives, into lessons. (2)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

APPENDIX C

APPROVAL LETTER FROM THE OFFICE OF REGULATORY COMPLIANCE AND
SAFETY

May 12, 2011

RE: IRB Study #11-138: A Study of K-12 Teacher Interns' Incorporation of Multicultural
Content and Theory into Their Teaching Practices

Dear Ms. Dzoole:

This email serves as official documentation that the above referenced project was reviewed and approved via administrative review on 5/12/2011 in accordance with 45 CFR 46.101(b)(d). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please note that the MSU IRB is in the process of seeking accreditation for our human subjects' protection program. As a result of these efforts, you will likely notice many changes in the IRB's policies and procedures in the coming months. These changes will be posted online at <http://www.oregonstate.edu/human/aahrpp.php>.

A signed formal approval letter will only be mailed at your request. Please refer to your IRB number (#11-138) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at nmorse@research.msstate.edu or call 662-325-3994.

Sincerely,

Nicole Morse
Assistant Compliance Administrator

cc: Debra Prince (Advisor)